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ABSTRACT

This document compiles the first 12 volumes of "School-Age Notes" (a total of 78 issues). Originally published six times a year, the journal changed to monthly with volume 12. The following list of topics covered in volume 12 provide good examples of the journal's typical coverage: (1) indicators of the quality of child care staff; (2) the quality of child care programs sponsored by the Young Men's Christian Association; (3) racial, ethnic, and cultural diversity in the United States; (4) extended day and enrichment programs; (5) international friendship, black history, and the winter olympics; (6) the development of plans for summer programs; (7) professional development in the school-age child care field; (8) experiences on the last day of the kindergarten school year; (9) summer programs; (10) changes in the needs of families; (11) summer programs for early adolescents; and (12) a personal perspective on school-age child care. Issues typically contain an article on the featured topic, suggestions for activities for children in school-age child care, suggestions concerning curricula, comments and suggestions for directors, notes on day care administration, lists of resources, letters to the editor, and advice on resolving conflicts. (BC)

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FEATURE

Developing a Philosophy of School Age Day Care

TO PLAN OR NOT TO PLAN?

One of the first issues to be addressed is the atmosphere or philosophy which will prevail in the everyday care of the children.

Do you want your program to be an extension of school or an extension of home?

- ★ Will it be a structured activity program?
- ★ Or is an informal, home-like atmosphere desired?
- ★ Will the children decide and choose activities?
- ★ Or will the adults plan, initiate and lead the activities?
- ★ Will activities be group
- ★ Or individual?
- ★ OR WILL SOME COMBINATION OF THE ABOVE BE DESIRED?★

TO PLAN OR NOT TO PLAN? This question refers to how children spend time in your program. Is their schedule completely planned or is it loose and flexible with the children making their own choices? Either way will involve planning and work to provide a quality program, meeting the needs of the children, parents, program and community.

For a structured activity program, planning might involve how to lead children through various sports, arts and crafts, woodworking and other activities,i.e:

-who will be in charge of each activity

-which children will be assigned to which group

-what each step will be.

An informal home-like program also involves planning. Children, at home, play indoor and outdoor games and sports, get their own snack, play with their younger brothers and sisters, do homework, sit around and do nothing, read, help with chores (*For further discussion, see DEVELOPMENTAL

NOTES page 5), and watch T.V. (See DIRECTOR'S CORNER - T.V. as an Issue.) A home-like extended day program would plan to include these tasks.

Programs where children decide and choose activities also need good planning. This planning helps children learn how to make choices and decisions. (We can't all have what we want - impractical, too expensive, etc.) *See CONFLICT RESOLUTION*
Planning makes available the materials and activities that are relevant to the children's interests and age levels. Also, through teacher planning of available materials, books and films, a sense of continuity and relevance will be maintained.

Programs that adults plan, initiate and lead do not necessarily eliminate choices by the children. Ideas can be contributed as well as solicited from the children, while adults do the nitty-gritty planning. Included in the planning can be several on-going activities from which to choose.

At this point, a combination with the informal, home-like model might take place. While adult-directed activities are available the children can also choose free play or just "doing nothing."

NOTE: Next issue: "The Uses and Abuses of Free Play"

Deciding on which atmosphere or philosophy to follow depends on many other factors. Some are:

*How you can best use the space and facilities that are available both in your building and in your community.

*What can you and your staff do best?

*What are the needs of the children? before school? after school? during the summer? as a group? as individuals?

Next issue:

ACTIVITIES - Take Inventory of Your Human Resources: What Can You and Your Staff Do Best.

DEVELOPMENTAL NOTES - What are the Needs of the School Age Child in Day Care?

Further development of your philosophy and the nature of activities would be influenced by the natural play interests of school age children.

Although written almost 40 years ago the following is as relevant today as it was then. It demonstrates the need for planning while remaining flexible as well as the need to incorporate the play interests of the children.

"The play program is developed around the contemporary scene and current events, children's interest in the occupations of the immediate world and their personal experiences."

"These are expressed primarily through dramatic play, words, music, dancing and games, and with adequate (manipulative) materials. The raw materials out of which children develop play are: sand, water, blocks, paints, clay, wood, tools, scrap materials, and toys - including dolls, animals, transportation vehicles, housekeeping accessories, and occupational toys. They transform these raw materials into play which fits their own emotions and experiences. They move freely and play with other children in small groups, or alone. Unlike the activity in school proper, which must cover the subjects of a fixed curriculum, the play projects may be short-lived, changing with children's rapidly shifting interests."

The above quotes are from School's Out: Child Care through Play Schools by Clara Lambert, Play Schools Association, 1944.

ACTIVITIES

Ripple Effect Activities

Many Caregivers use a unit or theme approach to planning activities. They take a main idea such as ecology and plan activities related to that general subject.

Another way to plan can be to take one small activity and build on that outward--like a ripple effect. (For example of ripple effect activity - see box.) Both ways of planning can be fun because you never know which direction activities will take or how long they will last. That will be determined by the children's interest and enthusiasm as well as that of the staff. The staff often needs to plant the seeds of ideas and inquiry.

There are many sources you can use for ideas and obtaining materials. Two sources are:

Free and Inexpensive Learning Materials
(Updated every two years) 248 pages
$4.50 per copy plus 10% (mininum $1.00)
for shipping and handling.
Incentive Publications, Inc.
P.O. Box 120189
Nashville, Tn. 37212

Consumer Information Catalog FREE
Consumer Information Center
Pueblo Co. 81009

For children, writing for things and receiving them in the mail can be exciting as well as opening up a variety of possible experiences.

Collecting

Traditionally, when Fall comes people think of collecting leaves as an activity. Have you ever thought of a Fall Clean-up?

-Have kids collect trash around the building - They can count it, weigh it, sort it for recycling. Chart it-make a game of it. Get publicity for your center in the newspaper from perspective of a clean environment and ecology or community pride.

-Check library and other teachers---Have available materials on recycling, clean environment etc. Resources can include pamphlets, books, films.

-What about a trip to a recycling plant? Maybe they can bring some of the trash. Aluminum cans are fetching 25¢ a pound. Then they can start learning about economics!

-Let your imagination take off with all the possibilities!

Resources:

Recycling in Your Community also other free info available.
National Assoc. of Recycling Industries
330 Madison Ave.
New York, N.Y. 10017

Reynolds Aluminum Presents Michael Recycle Free
Reynolds Metals Co.
6601 West Broad St.
Richmond, Va. 23261

*Positive fallout from this can be:

-More cooperation from custodians and others in the building.

-For Family Day Home providers it's not only a chance to spruce up their own yard but maybe their neighbors too (with the neighbors permission of course!)

CONFLICT RESOLUTION

Helping Children Learn How To Make Choices
OR
"We can't have it all."

Learning how to solve conflicts for both children and adults will reduce the stress and "discipline problems" in a program. One area of conflict is making choices. Everyday everyone makes choices and decisions. Even not making a choice is a choice in itself.

"They made me do it!"

Sound familiar? School age children are developmentally "rule bound". This means they see everything in terms of rules - right vs. wrong - no in-between. It is often difficult for them to understand the concept of choice. They want only one way to do things. Learning that there are other ways (such as in math) to get the same thing done can be confusing but in the end expands their problem solving ability.

In talking with caregivers in after school programs about ways they have found to decrease "discipline problems", three points are highlighted.

1. Rules are kept to a minimum but consistently enforced.
2. Plenty of "things to do" are made available.
3. Children can make choices about both what is available and what they will do.

So, how do we help them learn to make choices? One way is to help them look at the alternatives (choices available) and what the consequences (results) might be of each choice. Through exploring the choices available to them and their ramifications, the children develop their problem solving ability as well as their ability to determine abstractly cause and effect. To translate that: They learn how and why to "stay out of trouble" and make choices they will be happier with.

Questions to Ask the Child:	Alternatives (choices)	Consequences (results)
Before the decision is made...	What are your choices?	What might happen if you choose that?
After the decision is made and it has not worked...	What else could you have done? What other choices did you have?	What might have happened if you chose (or did) that?
Example: One child gets hit back when she pushes the other out of the way.	Answer: I could have asked without threatening her to get out of the way. I could have walked around her.	Answer: She would have let me pass and I wouldn't have gotten hit. She might have said no and then I would have to do something else besides pushing since I don't like getting hit.

Adults usually have to MODEL this for the child at first. Explaining various alternatives and consequences.

DEVELOPMENTAL NOTES

Real Tools, Real Work = Real Life Skills

Children in elementary school enter a period (starting at about 7 years old or so) that Erik Erikson in Childhood and Society has termed Industry vs. Inferiority. This means they try to gain a feeling of self-worth through pursuing and completing tasks.

Aha! That's why they can spend hours digging sand or snow - building castles or forts and never complaining--until asked to sweep the kitchen or shovel the walk! Actually their industriousness in play spills over into work and chores. This industriousness is why world-wide all societies begin some form of "systematic instruction" (school) at this age.

School agers attack both play and work with a unique sense of seriousness of purpose. When given chores that school agers view as having responsiblity, that give them the feeling of being trusted, and that are similar to adult jobs using adult tools (such as saws, staplers, vacuum cleaners), they will do it then with gusto!

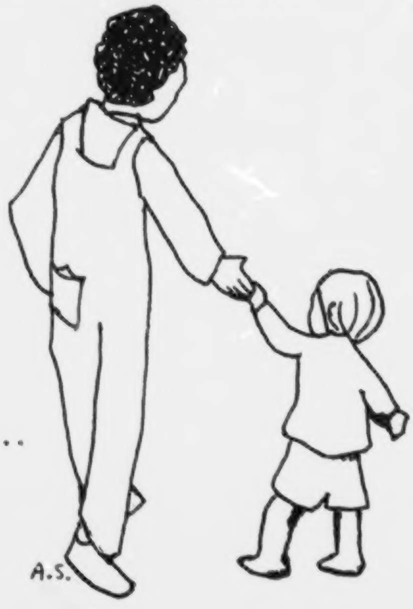
NOTE:

They do need patience and guidance in learning and performing these chores. And this will vary, of course, with age and individuality of each child.

When planning you must consider the child's seriousness of purpose and need for completion of tasks. Remember to break down activities into small units that can be done within reasonable blocks of time. Thus, when their parents come to pick them up, they will have easy stopping points at which they can feel a sense of completion.

What kind of activities can provide real life skills?

- Preparing snack or cooking (including cleaning-up!)
- Dancing (social and leisure time skill)
  *Have a "Disco" with signs, decorations, disc jockey (Have children plan it - planning is another real life skill)
- Office chores - collating, folding, stapling
- Woodworking
- Sewing, knitting, weaving
- Mechanics - Get a donated car engine for the playground. Have them take it apart - they'll need their old clothes! (Perhaps a volunteer with automotive experience can help.) Parts can be cleaned and used to make other projects. Even the engine block can be cleaned and painted - adding "modern art" to your playground while they learn what cleans grease and what kind of paint to use on metal as well as how to clean the paint brushes!



Learning to take care of younger children...

ADMINISTRATIVE NOTES

A Self-Evaluation

QUESTIONS TO ASK YOURSELF (AND YOUR STAFF) ABOUT YOUR PROGRAM

These are questions from a checklist designed to help parents decide what to look for when seeking child care. It provides a good model of qualities to examine in your own program. These apply to both Centers and Group and Family Day Homes. The following are from the U.S. Dept. of Health and Human Services publication *A Parent's Guide to Day Care* (a shorter version is also available).

DOES YOUR CHILD'S CAREGIVER...	yes	no
-Seem to have a sense of humor?	___	___
-Join in activities herself?	___	___
-Help your child become independent in ways you approve?	___	___
-Help your child learn to get along with and to respect other people, no matter what their backgrounds are?	___	___
-Accept and respect your family's cultural values?	___	___
-Help your child feel good about him or herself by being attentive, patient, positive, warm, and accepting?	___	___
-Give your child supervision and security but also understand his or her growing need for independence?	___	___
-Set reasonable and consistent limits?	___	___
-At the same time, allow your child to make choices and gradually take responsibility?	___	___
-Understand the conflict and confusion that growing children sometimes feel?	___	___
-Help your child follow through on projects, help with homework, and suggest interesting things to do?	___	___
-Listen to your child's problems and experiences?	___	___
-Respect your child when he or she expresses new ideas, values, or opinions?	___	___
-Understand the conflicts and confusion older school-age children feel about sex, identity, and pressure to conform?	___	___
-Provide places to store personal belongings?	___	___

ARE THERE OPPORTUNITIES...	yes	no
-To play quietly and actively, indoors and out?	___	___
-To play alone at times and with friends at other times?	___	___
-To learn to get along, to share, and to respect themselves and others?	___	___
-To practice their skills (for example, sports equipment, musical instruments, drama activities, craft projects)?	___	___
-To be with their own friends after school?	___	___
-To do homework in a quiet place?	___	___
-To use a variety of materials and equipment, including: art materials, table games, sports equipment, books, films, and records?	___	___
-To use community facilities such as a baseball field, a swimming pool, a recreation center?	___	___

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A single copy of the entire publication (38 pages) may be obtained by writing to:

LSDS
Department 76
Washington, D.C. 20401

and asking for *A Parent's Guide to Day Care* Publication No. (OHDS) 80-30254.

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Director's Corner

TV AS AN ISSUE

The Great Debate - T.V. in child care programs - has waged on for years. The sides have been drawn and there's often little middle ground. The rhetoric might sound like this:

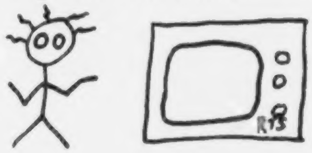
"I know a program that makes the kids watch T.V. - They look like zombies and when they aren't watching it they're fighting."

"We only let them watch the educational station and once in a while something else on commercial T.V. Afterward, we have discussions about what they saw especially the educational and emotional content."

SOME CONSIDERATIONS

*Because TVs are in most homes and because activities in Group and Family Day Homes are less open to the public, TV watching is a greater issue for them than centers that don't think they are worth the money or are concerned about the center's image.

*When interesting activities and playmates are available, school agers are less "glued" to the TV set. Those that first crammed around the set wander off to something more attractive. However, those remaining often are the more passive, reclusive children - exactly the ones who don't need it.



*Certainly programs like "Sesame Street" for the 5 or 6 year olds and "Zoom" for the older children seem to be worthwhile.

*Let's face it - many staff like having a TV. When you are short of caregivers or it's a snow day and school is suddenly closed, the TV seems to be a lifesaver. Of course, sometimes it's a problem of staff using it to catch-up on the "Soaps".

*What impression does a program reflect to parents and outsiders when the TV is going all the time?

*Some programs use a portable TV brought in by a staff person as a special treat, a scheduled weekly event, or on school closings.

The bottom line is if you have a TV in your program both children and staff will watch it. If you don't have a TV then you, your staff and children will have to create a more responsive program to meet individual needs. A final consideration: children have TV at home (more homes have TVs than indoor plumbing!) while they don't have access to the facilities, staff expertise, and playmates of the extended day program.

* * *

HAVE AN IDEA?
HAVE AN ISSUE?
HAVE A PROBLEM?

WRITE!
AND LET US HEAR
FROM YOU!!!

Ideas and help contributed by: School agers Tara and Suzie Johnson; Becky Bowman, McNeilly Day Home; Jean Shaw, Tenn. Licensing; Anne Stevens, St. Luke's Child Development; Dorothy Brown, Bellevue Presbyterian After School Program; Rachel Harshman, H.G. Hill After School Program.

RESOURCES

HAVING PROBLEMS GETTING IRS NON-PROFIT STATUS?

Dianne Warner
Day Care Consultant
45 Walton Dr.
West Hartford, CT 06107

is interested in both failures and successes of after school programs in obtaining non-profit status from the IRS.
- which classification was used i.e. educational, charitable?
- how did it work or not work?

Dianne says one problem has been IRS does not have an official definition of children's day care. There is a need for us to view ourselves as educational. She also warns that programs using the tack of "the program down the street was approved for non-profit status why wasn't ours?" only ends up with IRS reviewing the program "down the street" and taking back their non-profit status.

RESOURCES

Dianne will be presenting in San Francisco at NAEYC (National Assoc. for the Education of Young Children) Nov. 22. Her workshop is A Parent-Organized School-Age Program's Struggle for IRS Tax Exemption.

HELP and INFORMATION AVAILABLE

How-to information and technical assistance for starting, implementing and operating school-age child care programs is available from Mickey (Seltzer) Seligson and Andrea Genser through a national project on child care for school-age children.

Write or call:

School-Age Child Care Project
Center for Research on Women
Wellesley College
828 Washington St.
Wellesley, MA 02181
(617) 235-0320, ex. 785, ex. 781

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FIRST CLASS

INSIDE:

Your Philosophy on School Age Care
Ripple Effect Activities
Helping Kids Make Choices
Real Tools, Real Work
Program Self-Evaluation
T.V. In Child Care
Resources

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December
1980
Vol. I No. 2

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FEATURE

DEVELOPING YOUR PROGRAM - PART I

The Uses And Abuses of Free Play

Free Play often is a controversial subject. The term Free Play has been used in relation to children since the 1800's. The problem has been in defining the term.

Some people define free play as center time or choice time when the children are allowed to choose their play activities. Others "shudder" at the words "free play" thinking of kids running around without purpose, noisy, and disruptive...utter chaos.

Free play is exactly what it says:
The children are free to play.

What kind of free play is the issue. The adult as organizer and planner of materials and activities determines whether the children will have plenty of interesting choices both that can be done independently or with adults. Or whether the children out of lack of interesting choices or ideas will resort to the same type of play day after day. Even if this is not disruptive it certaining is not allowing for or enhancing their maximum potential for growth.

Doris Martin of the Children's Center, Greensboro, N.C. sees free play for school-agers as a chance for them to spend as much time as they want on a project or activity. It is the teachers role to facilitate the children's choices and their play when necessary, especially for the younger and/or newer children. She says that their children can come and go between indoor and outdoor play. However, at times it's necessary not to give children a choice---everyone has to go outside or to the park or whatever. She also stresses the importance of the adults enthusiasm to spark the interest of the children.

Just because FREE PLAY is easy to write in lesson plans as are HOLIDAY and FIELD TRIP --- does not mean that there is no planning for or work to do during that period.

PLANNING for outdoor free play can involve: 1) reading up on new games (for those children who might be interested) and 2) getting ready ahead of time the needed materials or equipment such as garden or carpentry tools.

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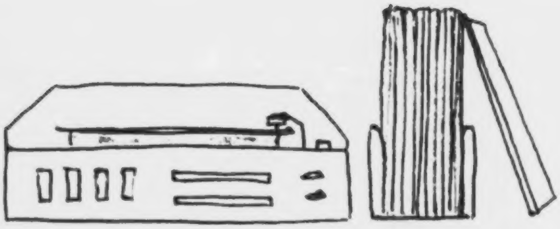
PLANNING for indoor free play revolves around making sure the room is organized and materials are available.

DURING indoor free play the adult is a resource for problem solving around activities or conflicts. Also this person helps the flow of activities as needed. (Not everyone can wrap their Christmas presents at the same time.)

DURING outdoor free play the role of the caregiver can be to initiate large group games or to check and fix playground equipment (inviting children to help). Some caregivers use this time to discuss with each other the events of the afternoon or particular concerns surrounding the children. While this can be a legitimate use of this time, the danger in this is that information about specific children may be overheard by the sharp ears of those nearby who often pretend not to be listening.

DURING both indoor and outdoor free play, individual time with the children needs to occur. This can range from pushing a swing or playing checkers to listening to a child's concerns or problems. Adults need to be good listeners to children. This often is not easy.

One of the major abuses of free play is the adults standing in a corner discussing what was on TV or gossiping without observing what's going on or being accessible to children.



One Free Play activity might be listening to records. Earphones can help keep the general noise level down.

TO SUMMARIZE

Uses of Free Play

- Increase creativity.
- Children learn to set own limits, accept responsibility for operating within those limits and develop sense of independance and competency.
- Time for one-to-one relationship building of staff-to-children.
- Observation of particular children or groups of children and their interests and interactions.

Abuses of Free Play

- Not enough activities or raw materials are provided.
- Caregivers begin to see it as a "break" for themselves. They then become resentful when children want their attention while they are gossiping or reading the paper etc.

Steps to Avoid Abuses

- Define free play for yourself, coworkers, children and parents. Defining involves deciding what ideally goes on during free play and how you can facilitate it.
- Write the definition down--or at least list the choices available during free time and post these on the wall. This helps both children and staff to answer the "what can we do now?" On the list might be other handy information such as what the major rules for each center are, where materials are stored etc. This not only helps caregivers and children to be consistent but also volunteers, substitutes, and other new people to program.

ACTIVITIES

TAKE INVENTORY OF YOUR HUMAN RESOURCES

WHAT CAN YOU AND YOUR STAFF DO BEST?

One of the best sources of ideas for activities and things to do are the other people in your program.

Don't try to provide an elaborate music and dance program if none of you have experience in that area.

Do try to bring in some one from the outside either a volunteer or paid professional if your group feels a commitment to such a program.

Don't ignore your interests, hobbies and special skills or those of the other staff.

Do share these with the kids and encourage the other adults to do the same. Look beyond the teachers and caregivers --cooks, custodians, parents and others involved with your program may have something interesting to share with the children. This can range from the school secretary who raises rabbits to the custodian who rides a motorcycle to work.

POST a resource check-list. On it have areas for sports, hobbies, skills etc. List some examples. We often forget we have various interests and skills until someone jogs our memory.

BEWARE--GENUINE INTEREST
AND ENTHUSIASM CAN BE
CONTAGIOUS!

Remember kids have interests and areas of expertise too! Often it is the children that teach adults new games and sports.

AN ACTIVITY FOR GETTING ACTIVITY IDEAS:

Have the children interview each other as to their interests, likes, dislikes, etc. with an eye toward programming.

You may have to help the children frame the questions in order to get useful information. Such as:

> What are your favorite games?
> Sports? Craft activities?
> What would you like to do here in the program--that you don't get to do?

Then have the children put up a large chart/list of all the answers. List which kids like checkers, playing school etc. and which can do (and thus maybe lead or teach others) certain craft activities, sports or other skills. As teacher, you may want to list all the other choices available in the program. This will help focus children who say "I don't have anything to do." POINT TO CHART. "I don't know anyone to play checkers with." POINT TO CHART.

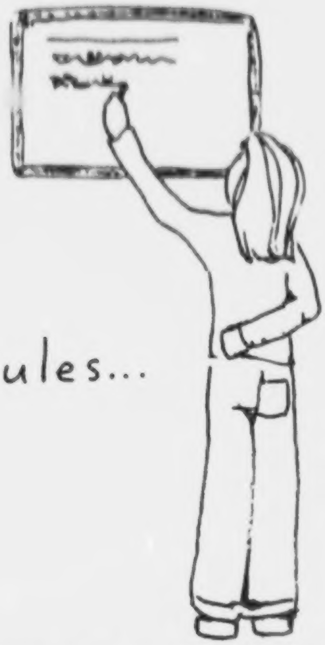
This activity not only helps with your planning and programming but also makes the children feel as though they have created the programming and that an adult has really listened to them.

Checklist of Interests
PLAYING _checkers _cards
_kickball _monopoly _cars
_dolls _basketball

COLLECTING _stamps
_baseball cards _bugs
_rocks _aluminum cans
_coins

DOING _photography
_cooking _woodworking
_sewing

CONFLICT RESOLUTION



Listing rules...

Helping Children Set Their Own Limits

OR

(MAKING RULES!)

School-agers (from about second or third grade through sixth grade) want definite limits and guidelines. They thrive during this rule bound stage on a "right vs wrong" viewpoint with no middleground. Either you abide by the rules or else you are breaking them - no exceptions. This developmental characteristic can be combined with their love for making lists and their need for feeling both independent and responsible.

Have them be responsbile for helping decide appropriate behavior (Rules) and consequences (Discipline). In many programs that try this, the children come up with long lists of "no's" to cover every conceivable event. The following are substitute phrases for those people who are looking for positive ways to help kids list all the "no's". Also included are a couple phrases (rules) that can be stretched to cover most situations.

No Hitting = Keep hands to self.

No Swearing = Speak respectful to both children and adults.

No Running = Walk when in the building.

TWO catch all phrases that
cover most circumstances are... Follow Directions.

Be Respectful of Others and Self.

For example, kicking the tar out of someone else is not being respectful of them, as is stealing, putting gum in their hair etc. Not being respectful of self can include smoking, dangerous stunts, and not doing homework.

Adapted from the ideas of Dr. Henry Atwater, Meharry Medical College, Nashville, Tn. and Beth Jones, Manchester, Connecticut Public Schools.

RESOURCES FOR PROGRAMMING

The following are large and fun-to-read for both adults and children with pictures and diagrams that are both instructional and appealing. (Kids' America was so appealing that I kept getting side-tracked into reading it instead of reviewing it!) They have specific activities and ideas for activities that take advantage of the blossoming interests and developmental characteristics of school-agers. All seem to be non-sexist and two have included multi-racial photos and illustrations.

CHECK YOUR LOCAL LIBRARIES OR BOOKSTORES FOR:

Kids' America surpasses Steven Caney's other works Toybook and Playbook. It is 400 pages "jam-packed" with ideas for activities, projects, and themes loosely knit around the idea of kids in America past and present. With its historical flavor it has tons of trivia and interesting tidbits that older school-agers can thrive on for weeks and hands-on experiences for the younger children.

One drawback is its uneven presentation of various racial, ethnic and religious groups. Blacks and Asians are noticeably lacking in photos and illustrations. It has an interesting article on the African origins of the peanut including its African name "goober" and the role of Booker T. Washington and George Washington Carver in its development. Also this resource contains a section on American surnames and their meanings. This list is an encouraging departure from the usual listing of English names. Examples are: Yamashita, Spivak, Rosenbaum, Chavez, Jablonski, Wong, Messerschmidt, and Rizzo. However, while the index has numerous sub-headings under American Indians, it does not have general ethnic headings such as black Americans, Africans, Chinese, Hispanics, etc. to aid school-agers in finding interesting articles that relate to their own or other heritages.

All of this should not stop you from using this book as it is a tremendous resource and inexpensive for the amount of ideas and information.

Kids' America, $6.95,
400 pages.

Toybook, $4.25, 176 pages.

Playbook, $4.95, 240 pages.

Workman Publishing Co.
1 West 39st.
New York, N.Y. 10018

Also by Workman Publishing

Be What You Want To Be!
The Complete Dress-up and
Pretend Craft Book, $5.95
300 pages.

SEE REVIEW BELOW

* * *

Be What You Want To Be! The Complete Dress-up and Pretend Craft Book, by Phyllis Fiarotta and Noel Fiarotta has "34 occupation-in all more than 275 craft projects" in large-printed, easy, step-by-step instructions. Geared to those working directly with children. It walks you through particular occupational themes --how to make the props-- and other activities related to each theme. Especially helpful if you are like many of us who don't have a flair for coming up with ingenious themes and their related activities --for instance, a pizza parlor!

* * *

The Great Perpetual Learning Machine by Jim Blake and Barbara Ernst might end-up being used more for its resources than specific activities. Its two strongest points are the sections on setting up and organizing spaces and the reviews of other resources for ideas and activities.

$9.95, 300 pages

Little, Brown, and Co.
34 Beacon St.
Boston, MA 02106

ALL DAY PROGRAMMING

"What do you mean school is closed tomorrow?!!" or Planning for the Unexpected

Many programs are faced with sudden all day operation. School might be closed because it's a snow day, the School Board runs out of money, the boiler breaks down, the teachers go on strike or the cafeteria gets flooded.

A set of contingency plans are needed:

What are you going to do with the kids for 10 hours or longer? -How are you going to staff your program? -As teacher/director, what are the critical times that you will be there? Let's face it you aren't superwoman/man. You can't be there 12 hours a day.

Even if you solve the staffing and activities for the full day, the children are in high gear because of the unexpected day off from school and still expecting the high intensity of the afternoons. They aren't ready for spending a full day at your program. They haven't got that slower paced, more relaxed routine that comes with summer programming.

PROGRAMMING - This type of day is draining on all! It is one of the times that you need to be more structured than usual while at the same time it catches you off guard in terms of planning. Many programs that use activity centers and free play find that extending center time all day won't work.

It may be necessary for more adult directed/led activities often involving large groups. While the philosophy of a home-like, atmosphere works well for before and after school, it sometimes breaks down when the children/staff are confronted with living with each other as a group of 20,30 etc. for 10 hours in a different than usual situation.

ACTIVITIES - Have a "bag of tricks" ready for these emergencies. Save your best spine-tingling books (for reading to the group) and attention getting activities for such days.

Bingo - Save all the free and donated "gizmoes" you get such as rulers, balloons, pencils and pens, hats, plus any games, books etc. that you are contemplating throwing out. Add to this a dash of store bought inexpensive items. (There still are such things for under 25¢.) NOW--you have a box of prizes that will keep the children playing for hours. Let winners select their own prize. Use this sparingly or you'll run out of interesting prizes and it will loose its effectiveness.

Special Box - of books and magazines that only comes out on extended days--motorcycle and car racing books, National Geographic, Life and other such publications are all useful.

Disco or Dance Contest

Build Cubby Houses - that can be used as secret clubhouses etc.--use blankets or sheets over chairs, tables, etc. (This helps break-up a room FULL of kids.)

STAFFING - It is difficult enough staffing extra adults for the known extended days such as holidays and teacher in-service days, never mind the unexpected full day.

Volunteers - Think of all the people connected with the school system who don't work when the schools shut down---principals, secretaries, teachers, aides, cooks, etc. Are any of these related to your children i.e. parents, uncles, older sisters? Contact them to find out if they would be willing to come in for part of a morning or afternoon. (If you ask them to come in all day you will quickly burn-out anyone crazy enough to agree.)

Staff Scheduling - If you are the director/teacher, figure out the critical times you need to be there and the slower times that don't require your presence. If you need to open the program in the morning maybe you don't need to be there during rest time (a quiet time after lunch which can often be even more beneficial to staff than children) and maybe you can have someone else lock-up.

DEVELOPMENTAL NOTES

THE SCHOOL AGE CHILD IN DAY CARE NEEDS: **

1. Emotional support, warmth, and caring.
2. Good adult models with whom they identify.
3. Work with real tools, sometimes in play, sometimes in the purposeful pursuits of the real world of work.
4. Work at a wide variety of tasks and an opportunity to achieve competence in some skill areas.
5. A great deal of freedom of space, time, and choice.
6. A balance of dependence on adults and independence of adults.
7. His/Her world expanded beyond the home, school, and day care community.
8. Individual and group responsibilities.
9. Encouragement to be imaginative, creative, and resourceful.
10. An opportunity to practice reading, writing, spelling, and computing skills freely in play and self appointed tasks.
11. An opportunity to make friends and participate in group fun and tasks.
12. The privilege of being alone.
13. Experience in problem solving and in coping related to people, materials, and tasks in familiar and unfamiliar settings.
14. Affirmation of his/her own heritage and culture and an acceptance and appreciation of others.
15. An opportunity to work at his/her own pace on his/her own developmental level and to be appropriately challenged.
16. Experience in learning to handle both success and failure.
17. Ample opportunity for body building exercise, nutritious food, and appropriate rest.
18. A sense of comfort and security with outdoor play.
19. A time for exploring and inventing.
20. Natural contacts with community groups, scouts, ball teams, etc.

**NOTE: As you read this see how many different ways you are meeting these needs in your program.

This list has been used with the permission of the Davidson County School Age Day Care Task Force, Nashville, Tn., from Starting School Age Day Care: What Are the Considerations, by Bellis, Bowman, Burgess, Colley, Core, Potter, Scofield, Wallas, 1978.

* * *

HAVE AN IDEA?
HAVE AN ISSUE?
HAVE A PROBLEM?

WRITE!
AND LET US HEAR
FROM YOU!!

ADMINISTRATIVE NOTES

LET'EM KNOW YOU'RE THERE!

FAMILY DAY HOME PROVIDERS often don't have the same resources as large centers for publicity and promotion of their services. Many parents find care for their children through the "grapevine" - the informal network of friends and friends of friends. One part of this network is the neighborhood school (as well as local churches and community centers). Since school has been a common experience for all of us, it often is the first place parents think of for help, especially parents new to a community. Principals and secretaries (as well as teachers) get many inquiries about what child care is available in the neighborhood.

Therefore it is important that the local schools (and churches or community centers) know about your child care services.

WHAT CAN YOU DO?

Neatly layout your name, address, and phone number on a half sheet of paper or index card. Include age of children you serve, hours and, if you wish, fees and any other important information. Keep it simple and easy-to-read. This makes it easy for the secretary to post or pull out as a reference.

AND do the easiest of these three first. Eventually try to do all of them.

- * Call your neighborhood schools or the schools the children you serve attend. Let them know who you are, what you do, and how interested parents can reach you.
- * Stop in at the school office. Introduce yourself to the secretary and principal. (Personal contact is the best public relations.) Briefly explain about your program --ask if they get inquiries about child care or if they see a need for after school care. (These are good "opening lines".) Bringing the list of children in your program to the school office might be a good reason for dropping in.
- * Write a short note explaining who you are what you do etc. Include an index card or flyer they can post.

The above also can be done for local churches or community center. They too receive inquiries about child care.

Why bother promoting myself in the schools when I have all the school age children I need plus a waiting list? Letting the schools (as well as churches and community centers) know that you exist and who you serve will help with the often hard to fill preschool openings in your program. Parents needing school age care might also need preschool care. In communities without well known information and referral services the schools and churches get calls about all kinds of needs. If they know you exist and know your services then they can let others know about you.

Finally

Make sure you have made contact with both the principal and secretary. (There are times in all organizations when the right hand doesn't know what the left one is doing.)

Make sure they have a list of the children in their school that attend your program.

Don't forget to make some kind of contact with your children's teachers--by phone, notes, or in-person--to find out if there are areas you can help each other in. It may be as simple as making sure all notes and messages between teachers and parents end up where they are supposed to.

Director's Corner

WINNING THEM OVER

Improving Relationships With Facility Owners

- For Programs that use or rent (building) space
- For Programs that don't own their own space
- For Programs, especially new ones, operating in schools, churches or other community facilities that share the building with on-going programs

Problem of Territoriality--Feeling of "we were here first and it's a hassle to make room for you."

Attitude of: "They (after school program) are...

- taking over our space
- hampering our programs
- and they use the telephone when I need it."

How to Overcome This--Called--"Winning'em over"

If in a school, go to teachers with something other than a concern or problem---some kind of compliment such as,

- "LaTonya said she really enjoys the neat projects you do with your classes."
- "Adam said you really helped him and he was so proud of the grade he received."
- "Your bulletin board gave me some good ideas to use with the children. Feel free to come down and see what we're doing."

When the kids are making projects - send some as gifts to the teachers - or church director. Don't forget the church or school secretaries. They often are the real center of power and attitude. This works especially well if the kids do any cooking. Taste treats make great gifts.

Don't forget the custodians either! Often a special Christmas gift can work wonders on getting all those repairs done.

Some programs give monetary gifts to show appreciation for all the free help they have received.

Figure out the specialities you have and the needs of the facility - OFFER your help.

- In schools offer to work once a week tutoring a child (not from your program) or doing an activity group. This often requires you volunteering your own time or your program's time.
- When school or church has special projects or programs-offer to help--maybe the after school program can help with decorations or with setting-up chairs etc. or the kids can clean-up the grounds.

The overall goal is for them to see you as a person and the program as something non-threatening to them and their territory. They then will become tolerant rather than critical.

RESOURCES

Activities for School-Age Child Care by Blau et al. (A publication of the National Association for the Education of Young Children). This is the only readily available, inexpensive book that deals with programming for children in school age child care while incorporating a philosophy and rationale for the programming. It is well laid out and includes photos that demonstrate the concepts. This is a must book for any school age program and is the kind that one finds new ideas and understanding with each reading. 80 pages, $3.85.

Available from:

NAEYC
1834 Connecticut Ave. N.W.
Washington, D.C. 20009

RESOURCES

SCROUNGER'S CORNER

CARDBOARD DISPLAYS in bookstores, grocery stores, and drug stores are generally thrown out! They often are set up for holding many items and thus can be used for parent mail boxes, filing space, or easy access storage (paper and craft scraps etc.) If you give up on finding a use, displays can be used imaginatively by children in their play. Don't hesitate to ask the store manager to save them but make sure you do pick them up soon in order to maintain good relations.

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School Age NOTES
P.O. BOX 120674
NASHVILLE, TN 37212

FIRST CLASS

INSIDE:

Free Play

Your Human Resources

Setting Limits

BONUS PAGE: All Day Programming

Needs of the School Age Child

Family Day Care Public Relations

January
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FEATURE

DEVELOPING YOUR PROGRAM - PART II

Expanding Your Horizons

Programs are not self-contained. They are continually being influenced from within and without. For example, a child who has a bad day and throws a destructive temper tantrum affects the mood within the program. Events outside your program can also change the type of play in which your children become involved. We all saw the influence of "Star War" and "The Hulk" in children's play.

Take advantage of these elements that influence and change your program. After school programs need to be significantly different than what the children have been doing all day long. Also, the day care curriculum needs to provide experiences beyond the fence of the center.

The November-December issue of School Age NOTES discusses using the expertise of both staff and children. This feature will explore some ideas for expanding the scope of your programming.

How Do You Go About Expanding Your Horizons?

Brainstorm - Discovering new and different ideas can be accomplished very quickly thru the technique of Brainstorming. To Brainstorm, the caregivers or children or both make a list of ideas regarding activities, field trips, games or whatever else you are planning for.

NEED: At least two people---pen and paper.

STEP 1: Say out loud every idea each person can think of that has to do with the subject.

STEP 2: Have one person put these ideas on paper for everyone to see.

IMPORTANT: DO NOT DISCUSS THE GOOD AND BAD of these ideas at this point. This might discourage people from saying ideas because they might sound "silly" or "crazy". Be sure to put every idea down on paper.

STEP 3: Go back and discuss the Pros and Cons of each idea. Eliminate any idea that no one wants to do.

STEP 4: Choose the idea(s) you want to use. Try to choose ideas that are acceptable to everyone.

NOTE: This technique allows minds to be very creative, ideas to "spin-off" each other and to expand upon original thoughts.

Use Community Resources - What's available in your community? Where can you take the children for short trips? long trips? Examples are parks, historical sites, businesses and factories such as bakeries, soda bottling plants, fast food restarants, etc. Municipal and government facilities such as the police, fire department, airport, National Guard Armory or airfield, post office etc. Many of the above places are used to having school group tours and some even provide free food, products etc.

How are you going to get out in the community? If your program does not have transportation and for whatever reason staff and parent cars are not available, there are some options. Programs have successfully used public transportation. (Yes, that's right the whole group has waited at a bus stop together!) Many city bus companies are very cooperative and if you call ahead they often will make special pick-ups or stops for you on their regular runs. In some cities taxi cab companies provide special rates for child care centers.

Often knowing someone with a church or a company that has buses or vans can work miracles in obtaining donated or low cost transportation. Some programs rent vans from car dealers for the summer.

Another avenue of transportation is the use of volunteers who are willing to take special trips taking one child or a small group of children out into the community for new experiences.

Bring the Community to Your Program - If you can't get out into the community have the community come to you. Many groups and organizations are willing to come to child care centers. These might include: Scout groups - Boy Scouts and Girl Scouts and for the younger children Brownies and Cub Scouts.

The Arts - Theatrical groups, sculptors, dancers, puppeteers, and potters.

Community Service People - police and fire persons, bus drivers, postmen, etc.

WEEK OF THE YOUNG CHILD

Remember to celebrate children's accomplishments and advocate for their needs during the...
"Week of the Young Child"
April 5 - 12th.

Encourage parents to listen to their children and talk with teacher and other professionals that are involved in the lives of their daughters and sons.

Some ideas might be:

- Displaying children's art work in shopping mall's.
- Encourage Parents to have lunch with their child at school.
- Have an afternoon open house at your school age program. (The children can help plan this.)
- Take photos of the parents when they pick-up the children and display during this special week.

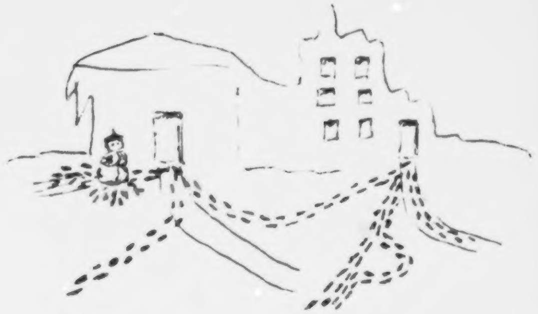
This is an opportunity for staff and children to BRAINSTORM ideas on how your program is going to celebrate WOYC. For further information contact your local or state AEYC (Association for the Education of Young Children) or:

NAEYC
National Association for the
Education of Young Children
1834 Connecticut Ave. N.W.
Washington, D.C. 20009

ACTIVITIES

MORE ALL DAY PROGRAMMING

The November-December issue of School Age NOTES had a BONUS PAGE on "ALL DAY PROGRAMMING". These are times both planned and unplanned when children are at the center all day.



Take Advantage of Snow Days

*Have the children keep a change of clothes at the center.

"I ain't got no boots and no gloves!" Sometimes both children and adults are caught off guard by unexpected snows especially in more moderate climates. Substitute outside wear can include:

-Plastic bags (such as bread bags) over shoes with rubber bands

-Keep bag of old socks to use as mittens

-Hats from lost and found box.

*Bring snow inside---to mold in tub (try adding food coloring). If the cook is tolerant have the children put the snow in a strong plastic bag and freeze it for another day.

Have Special Days

*Bring-A-Favorite Toy Day

*Sled Day (those without sleds can use cardboard boxes or discarded cafeteria trays.) If you have good snow transportation--go to a park with a hill.

*TV or Radio Day...brought in by a staff person.

Set-up Special Activities

*Marathon "Monopoly" or "Sorry" games

*Tournaments...Tic Tac Toe and checkers for the younger child. Chess and Backgammon for the older.

*Indoor Roller Skating

Do Special Projects

*Save some jobs or activities that take a long time to complete for such days. This might involve painting equipment, walls, etc., in your center, assembling models, or cleaning out closets.

*Junk Box---taking apart things. Ask for broken about-to-be thrown-aways such as toasters, clocks, bicycles and other appliances, toys, and gadgets that can be taken apart.

ALWAYS REMOVE ELECTRICAL CORDS

*Sculptures - made from junk. Use styrofoam bases to build junk sculptures out of all the "doo-dads" and insides of the items the children have taken apart.

SCROUNGER'S CORNER

PAPER - ALL SIZES SHAPES AND COLORS

Printers, quick print shops or printing department within large companies often will save scrap paper for you. It helps if you:

1) Bring a box they can store your scraps in and
2) Pick it up regularly.

Find parents that can retrieve discarded paper from their place of work. Often a box marked "Scrap Paper" placed by the Xerox machine works wonders. Computers have not only added to our technological world but also have been a boon to children's programs for all their ubiquitious scrap paper.

CONFLICT RESOLUTION

INVOLVING THE PARENTS IN A POSITIVE WAY

Conflict often appears as behavior not appropriate to the situation. It can range from serious - hitting, stealing, etc. - to behavior that may not be serious at the time but may lead to serious incidents. (These less serious behaviors are the ones that are harder for adults to handle consistently. Also the children can't understand "what the big deal is about running, shouting, etc. since everybody else does it.")

Parents dread the phone call or waiting caregiver who says, "I need to speak to you about your child's behavior." It brings up all the things tied to our egos, such as, "if my child misbehaved that's a direct reflection on me." Also, caregivers don't relish speaking to the parent about the behavior problems. No one likes being the bearer of bad news. Besides the parent may get defensive and angry taking it out on either the caregiver or the child.

Communication between caregiver and parent regarding the child's behavior can be difficult. We have to make this communication a non-threatening, positive experience for the parent, caregiver, and child. How often when a child has had a great day do we let the parent know that?

One way to keep parents up-to-date with both what their child has been participating in and his/her behavior is to use a large, daily diary on the wall with space for each child. (A variation could be individual diaries the children make themselves, decorate the covers etc.) On this the teacher or child can make notes about that day's successes and failures. In an effort to make notes about all the children some programs have a behavior check-list chart to speed up the process.

Whether a "wall diary" or individual diaries are used, these can be kept and serve as anecdotal records to help see changes, growth, and the areas that each child may need encouragement to participate in. At the same time the diaries have provided a positive non-threatening way for the parent to learn about the child's day.

RESOURCE

Creative Conflict Resolution

The Friendly Classroom for a Small Planet: A Handbook on Creative Approaches to Living and Problem Solving for Children, Pruntzman, Burger, Bodenhamer, Stern (1978). This book is a guide including activities for caregivers to use in helping children to learn techniques for creative conflict resolution. The Children's Creative Response to Conflict Program believes that in addition to conflict resolution skills the children need to learn openness, sharing, positive self-concepts, and cooperation. Activities are geared to promote these ideas. 109 pages, $6.95.

Available from:
Children's Creative Response to
Conflict Program
15 Rutherford Place
New York, N.Y. 10003

A newsletter and other materials are also available.

HAVE AN IDEA? WRITE!
HAVE AN ISSUE? AND LET US HEAR
HAVE A PROBLEM? FROM YOU!!

DEVELOPMENTAL NOTES

MEETING THE NEEDS OF THE SCHOOL AGE CHILD IN DAYCARE* PART I

How Do We Provide Emotional Support, Warmth, and Caring?

The role of the caregiver is to be sensitive to the changing needs of individual children. This is accomplished by developing a rapport/relationship with each child. It can be as simple as making sure you have had some kind of interaction with each child each day even if it is only to ask how they are or what they are doing, or would like to do.

Time for individual interactions is easy to find for the first few children to arrive in the morning and last few to leave in the afternoon. It is the children who are there during the most demanding time who often don't get quality interactions with adults.

Some ideas for providing time for individual interactions are:

-- Invite a child or two along with you when you run errands within your building.

-- Pick the children you don't get a chance to interact often with to help you with snack or other activities.

-- Visit the children at their school--you often can have lunch with them.

-- Make home visits---Children often view your visit to their home as a true sign that you care about them. You now have become someone that knows their house and family and not just a caregiver who comes out of the broom closet every morning to take care of kids and returns there at night.

"An opportunity to be alone...and do what you want to do."

How Do We Provide This Privilege of Being Alone?

We all need time alone, time without the pressure of interacting, competing, and getting along. Providing this for children in group care where there might be twenty children in the room and many more than that in the program can be a monumental challenge.

Some Ideas:

Break-up space as much as possible with book shelfs or dividers.

Provide lots of ways of making hide-a-way places such as blankets over tables or other furniture.

Use spill-over space such as hallways, stairways, stair wells, large closets, cloakrooms, or offices. (Of course the expectation is that the child will use this privilege responsibly.)

---

*The November-December issue listed twenty developmental needs of school age children.

For Caregivers Only

COMMON PROBLEMS, CONCERNS, AND FEELINGS OF CAREGIVERS

BY NANCY LEDBETTER

The following are some problems, concerns, and feelings of caregivers especially those new to the field. Some of these issues often can be difficult to discuss with the director.

1. Having to think-up new and exciting activities for the children day-in and day-out.
2. Becoming accepted and liked by other caregivers.
3. Being unfamiliar with center policies and procedures (i.e. how children are enrolled, where materials are stored.)
4. Feeling frustrated with children fighting and destroying materials.
5. Dealing with an angry parent for the first time.
6. Wondering why you are doing this for so little money.
7. Wanting to do something the director won't let you do.
8. Tired of hearing your name called a thousand times a day.
9. Questioning, "If this is such a small part of the day, why do I feel so drained afterwards?"
10. Lack of recognition of all your talents and the good job you are doing.
11. Feeling guilty because you think you've been "mean" all day.
12. Periodic feelings of self-doubt such as---"Maybe I really can't do this job well."
13. Lack of materials and supplies and adequate space for the children's activities.
14. Fear of seeing blood on a child and wondering if you'll handle it appropriately.
15. Frustration trying to provide a home-like environment, yet sharing your space with other programs.
16. Feeling that parents take the program for granted.

Nancy Ledbetter is a teacher/caregiver at McNeilly Day Home, P.O. Box 60353, Nashville, TN 37206. These ideas are from her workshop "For Caregivers Only."

NEXT ISSUE will explore some tips for surviving these problems.

Ideas for this issue of School Age NOTES contributed by: Jill Steinberg, After School Day Care Association, Madison, WI; Georgia Seymour, McNeilly Day Home, Nashville, TN; Andrea Genser, School-Age Child Care Project, Wellesley, MA; Jean Shaw, Tennessee Department of Human Services - Licensing.

DIRECTOR'S CORNER

FREE OR FEE

Paying Rent for Public School Space?

Nationally more and more programs housed in school buildings are being asked to pay rental fees. Sometimes this is to cover the extra energy or custodial costs. However, it is disturbing to learn that some school systems see this as a way to make money. They are not looking at extended day programs as a needed community service using community facilities. Some programs have been charged upwards of $2,000 or more a year.

Similar problems and concerns have been voiced by programs in churches.

*Is this a problem for your program?

*How are programs convincing school systems to charge minimal or no rent for this community service?

*How has your program dealt with this issue? LET US HEAR FROM YOU!

NOTE: Real Estate Agents are using after school programs in the schools as a selling point for particular localities. They have learned which schools have programs and what neighborhoods the schools serve. When approached by prospective buyers with school age children, they stress the advantages of buying in a neighborhood with after school and summer facilities.

HIRING FOR ALL DAY PROGRAMMING

While staffing for snow days and no-school days was briefly discussed in the November-December issue the following are some follow-up ideas:

Re: Volunteers - Local college and high school students are often willing to volunteer. Contact the Guidance offices. There are some drawbacks, however, that need to be considered such as maturity or licensing regulations. In Tennessee one must be 18 years old to be counted in the staff/child ratios.

Try to have money set aside in your budget to cover hiring people for these sudden extended days.

Hiring extra people both for unexpected full days and planned ones often works well because you can expect a person you pay to be available for longer hours and more likely to show up than a volunteer.

Where to look when hiring staff? People connected with the schools are often a good source since they are usually available when school is closed. Physical Education teachers and elementary school teachers are experienced at working with groups of school age children. Check your neighborhood schools for teachers who might want to work on these days. Some school systems will let you use their substitute list. Another source might be local community college or university students. Check with their job placement office or put up flyers advertising substitute work.

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RESOURCES

BACK ISSUES AVAILABLE

School Age NOTES

September-October 1980 included:
- Ideas on how to plan as well as what to do
- Children learning to make choices
- Program Self-Evaluation.

November-December 1980 included
- "The Uses and Abuses of Free Play"
- BONUS PAGES on "All Day Programming"
- Improving relations with facility owners.

SEE BOTTOM OF PAGE 7 FOR ORDER INFORMATION

RESOURCES

DAY CARE MAGAZINE

Day Care and Early Education is the official publication of the Day Care Council of America. It has information ranging from "how-to" articles to advocacy platforms. It contains over 60 pages and is published quarterly.

The Fall issue has an article entitled "Planning for School-Age Child Care in Public Schools". The Spring issue will have an article on programming in school age programs. Two more articles on School-Age child care are also planned for future issues. Subscriptions for individuals are $12.00. Information regarding institutional rates and membership services and fees can be obtained from:

Day Care Council of America
711 14th st. N.W. #507
Washington, D.C. 20005

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School Age NOTES
P.O. BOX 120674
NASHVILLE, TN 37212

INSIDE:

Developing Your Program

Activities for All Day Programming

Reporting Behavior to Parents

Meeting the Needs of the School Age Child

For Caregivers Only

Hiring for All Day Programming

March
April
1981
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School Age NOTES

The Newsletter for School Age Child Care Workers and Administrators

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SPECIAL ISSUE

Three factors influencing school-age programs are converging at this point in time. First, the Federal budget cuts will affect many programs receiving Title XX funds, U.S.D.A. food reimbursement and assistance through CETA. This together with a tightening economy has created an interest in fund raising, keeping food costs down, and recruiting volunteers. Second, where as most school-age programs have waiting lists, in some parts of the country after-school programs are faced with unfilled spaces. There are many possible reasons---high unemployment, parents cutting corners on family budgets, and declining school enrollments. For programs whose budgets are dependent on a certain number of fee paying slots sudden vacancies can strain and sometimes break budgets. Thus for some, recruitment and enrollment stability take priority while good public relations continues to be necessary for all of us. Third, for most communities in the Northern Hemisphere, summer means a sudden deluge of kids in the streets, parks, pools, and community facilities. For many after-school programs, summer programming is either a new experience or at least a very trying one. Both summer programming and money were two of the greatest concerns on our recent survey.

School-Age NOTES felt that with the Federal budget cuts, the tightening economy, and with the approach of summer that a SPECIAL ISSUE should address these concerns. This SPECIAL ISSUE will cover:

- Saving and raising money
- Enrollment and Public Relations
- Combatting food costs and cuts to USDA
- Summer programming
- Resources

NOTE: For this Special Issue we have forgone the regular departments such as ACTIVITIES, CONFLICT RESOLUTION, DEVELOPMENTAL NOTES, and DIRECTOR'S CORNER. They will be back in the next issue.

SAVING AND RAISING MONEY

FUND RAISING

Direct Solicitation by:

* Mail Step 1--Develop an information packet, brochure or even a simple flyer on your letterhead describing your program, what it is, what it does, how it benefits community etc.

Step 2--Develop a list of known contributors to "worthy causes", especially children's programs. Watch for such information in your newspaper. NOTE: Have parent/volunteer/staff member who is avid paper reader be your "clipping service." Contributors can include past and present parents, if this is appropriate for their income level. Also, include others who have had contact with your program such as businesses, past board members, etc. This will be your best list of potential contributors. Add to this list any appropriate groups from lists on page 3.

Step 3--Develop letter asking for their help. If you have IRS non-profit status let them know contributions are tax deductible. This works well in December with the end of the tax year (and the Christmas spirit). You may want to include a child's drawing. Children's art work are also useful thank-you gifts.

* Phone
  - Ask for Pledges
  - Have a one-two week fund drive
  - Get advance newspaper publicity
  - You can even send out advance mailing. Center it on short period of time. This can coincide with your mail solicitation.

Other Contributions by:

Donations of Goods and Services--Don't be afraid to approach toy manufacturers, those who service your equipment and suppliers of food, craft items, materials, etc. Your trump card is that during these difficult economic times they are eager to keep your business.

Making sure you are getting any and all discounts you should.

NOTE: United Way agencies and others receiving funds from such groups need to check on solicitation policy of funding source.

FOR-PROFIT PROGRAMS

While most people would not want to contribute to someone else's profit, they often are willing to contribute directly to the children's benefit such as the cost of going to a movie. [Don't forget to ask ahead of time at the movie theatre for a discount either because of a group (group rate) or because of organization/agency you represent. Make sure you speak to the manager or owner rather than a ticket seller who often can't give discounts, make exceptions, etc.]

Some Tips:

* When asking for monetary contributions, have specific items, services, parts of a trip i.e. food, transportation, entrance costs etc. that potential contributors can see as tangible use of their money.
* When going in person to bargain, solicit, etc. bring a couple children with you. It makes your request more effective.
* If it doesn't transgress your nutritional values (or non-profit status), McDonald's has fundraising projects.

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SAVING MONEY

*REPAIR IT

*SWAP IT

*GET IT DONATED

*GET A DISCOUNT

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ENROLLMENT AND PUBLIC RELATIONS

The following "contacts for publicity" are useful as a network of community contacts that are aware of your program and its services. They can be helpful with publicity for enrollment and fundraising. Make sure these contacts have your program brochures or current flyers.

Parents...Teachers...Principals and school secretaries...Social service agencies such as counseling centers, Scouts, health clinics...Churches...Local child care licensing department and other child care related agencies...Real estate agents... Welcome Wagons...Your bank...Personnel offices of large businesses - don't forget your town, state and Federal personnel departments... Other child care centers.....

The "Grapevine" - word of mouth - is one of the best forms of publicity both in terms of filling vacancies and fundraising. However it is only as successful as the quality of the program and the foundation of public relations that has already been laid. Another key factor in maintaining enrollment is the happiness and contentment of the children. While a parent may be satified with a program, they will not stay that way long if the child is unhappy and continually complains about "having to go" to "that dumb place." The above list of "contacts for publicity" are good sources for letting people know you have vacancies.

Regarding other child care centers, the saying there's strength in numbers is applicable. If you can build an informal network of directors and interested persons, mentioning your need whether it is a child vacancy or staff opening etc. to one person can get it passed on to several others. Often public centers that can't enroll a family because of financial or geographical limitations can list other centers (such as yours) that might be able to enroll them. Ideally an information and referral center would provide this service. Usually where there are info/referral centers they have a difficult enough time keeping up with current information about the child care centers in their community, never mind child and staff openings. New after school programs or pre-school programs now offering school-age program should make sure they are on any information network or referral lists. Sometimes your local Chamber of Commerce also keeps a list of child care centers. Make sure you are on it.

Some other ideas from Recruiting and Enrolling Children: Tips on Setting Priorities and Saving Time (Save the Children, 1981...See Resources) are:

"Participate in community projects: This creates a name-and-face recognition and is an opportunity to meet parents. [This is especially true for local school events.]
Other events such as potluck suppers, workshops, fairs to which the public is invited, are worth the effort and cost. [Don't forget to invite local school parents and staff.]
Drop-in visitors: Welcome them; they may came back or refer others."

For more on publicizing school-age programs see "Let'em Know You're There!" School Age NOTES Nov.-Dec. 1980.

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EXAMPLES OF COMMUNITY RESOURCES

- Social service and private clubs/associations --------Knights of Columbus, Junior League, Fraternal Order of Police, Rotary, Women's Clubs, Civitan, Shriners, Elks, Kiwanis, Lions, Women and Men's Auxilary groups, military connected social clubs such as VFW etc., fraternities, sororities, alumni clubs.

- Professionals in Community - Medical, dental, law, accounting, education.

- Children related groups - local associations on young children (AYC'S, AEYC'S), PTA, teacher and education associations.

- Major community businesses and Employers of parents in your program.

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LONG RANGE PLANNING

The following are some approaches to summer programming. All involve long range planning. Many programs incorporate a blend of all three approaches.

FIELD TRIPS - For programs with transportation this approach keeps them going as much as possible taking advantage of warm weather and availability of recreational/educational facilities.

Get On The Phone Now to locate places to go and happenings in your community. Always ask if they know of any other places in town for children to visit. For new programs or people unfamiliar with what's available for children to visit call scout organizations, boy's clubs, park departments, other centers and local principals for ideas.

BADGE SYSTEM - Most programs don't have readily available access to transportation or have to share it with pre-school, church, senior citizens, etc. These programs need something to keep the children motivated and interested. The Jane Addams Center, Chicago and the Teaching Centers, Wauwatosa, WI use a badge system similar to Scouting.

A badge system can work in many different ways. It helps children to set short term and long term goals. There can be several levels to each badge (beginners, intermediate, expert) just as Red Cross has several levels to each class of swimming. These various levels help to deal with the wide age range, level of ability and varying degree of interest that are in each program.

Workshops, classes, activity periods---whatever you want to call them---planned activity times can help the children complete the tasks required for each badge. This is where real planning skills are needed.

1. Plan the kinds of badges that one can earn around the types of activities. You usually have in the summer plus the expertise and interests of your staff. These badges may be swimming, cooking, sewing, woodworking, collecting, animal lore, city lore, bookworm, penpal etc. Use Scout books for further ideas and to help create your own ideas for badges.

2. Plan the list of activities to earn each badge. Break the badge activities into levels. For example one requirement of the beginner Bookworm Badge may be to read or have a teacher read to them one book. For the intermediate or expert levels more books may be required.

3. Plan the activities that will help the children earn their badges. If making a book or scrap book is a requirement of the bookworm badge then activity time, materials, and instruction for that opportunity will have to be planned for each week.

An advantage of this approach is that once you've planned the badges and requirements for each level you have built a framework into which you plug your daily/weekly planning and activities. A side benefit of the badge system can be parent involvement by allowing children to work on badges at home.

INTERDEPENT ACTIVITIES IN A COORDINATED PROGRAM - This is the most challenging approach to plan and implement as summer programming. It requires a set of long range plans that can be flexible and responsive to spontaneous events and immediate needs. The interdepent and coordinated parts refer to the concept of making activities and events relate to each other and to general program goals and aims. Some programs may call this a theme approach.

Summer camps often use Indian culture and lore as a basis of their activities. The Teaching Centers (Wauwatosa, WI) use a theme approach to the entire year. One year the theme was Heritage, USA. Activities centered around different ethnic backgrounds and cultures. Think of all the activities one could plan around cultures using foods, dances, songs, books, films, trips, crafts etc. Another year was planned around Science in your Backyard including Animal Life, Plant Life, Astronomy and Space Travel.

When planning take into consideration the children's needs. How can you incorporate block play, dramatic play, their penchant for making lists and collecting things, their desire for "real tools, real work" --such as cooking--and the older children's concerns related to money-earning projects? (NEXT ISSUE: Kids and Money) Finally, make sure that spontaneous events and needs of each child are not overlooked because of the concern with the theme. The child who has a parent or sibling in the hospital may provide an opportunity for others to learn about caring such as making and sending get well cards. This also may give the child some attention that he/she is suddenly without because of the crisis at home. It may bring up other children's concerns, interests, and fears around doctors, hospitals and getting sick which all may come out through lots of doctor-hospital play. While one might stretch a theme to cover such unplanned life events, Indian medicines and medicine man costumes, various cultural home remedies, growing medicinal plants in your backyard one must remember that the children's needs and interests are the real basis of the program.

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NOTE: INVOLVE THE CHILDREN IN THE PLANNING. Their investment and interest in any project is important to the project's success. Ask for their ideas, opinions, concerns involving themes, trips, activities. They initially may need adult-contributed choices and ideas to spark their own creativity.

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PROBLEMS AND CONSIDERATIONS

TRANSPORTATION This is a stumbling block for many programs. Generally retail leasing/rental rates (from rental agencies and car dealers) are out of most budget ranges. However, figure out ways of emphasizing advantages to them for donating or leasing at discount - such as tax deduction, community service, publicity. If any board members are with large companies that buy or lease vans, this might give you an edge.

Check the following:
- Churches with buses not being used during the week.
- Social Service and private clubs/associations that don't use their vans regularly. (See page 3 for list)
- Social Service agencies that use vans may be interested in renting van at affordable rate to bring in a little extra income for the agency

GROUPING Most after-school programs find grouping necessary for summer programming. Typical grouping is by age with names for each group (children can choose their own names). Also the groups are assigned a primary caregiver (group leader). A consideration in grouping and assigning kids to group leaders is to match up...

*early morning kids with early staff person

*late afternoon kids with late (close-up) staff person.

One other consideration in grouping children and in assigning primary caregiver is the difference in personalities.

COMBATTING FOOD COSTS

Summer programs which often include two meals and two snacks are particularly affected by rising food costs and possible cuts to U.S.D.A. The following are some ideas on meeting these challenges.

SUMMER FOOD PROGRAM

While there are no guarantees in life, the summer food program appears to be alive for at least this summer. In fact, the U.S. Dept. of Agriculture currently is seeking local agencies to operate summer food programs for children. As the March Human Development News explains, the Summer Food Program provides meals and snacks to needy children in locations varying from churches to community playgrounds. Training and technical assistance as well as financial assistance are available to start and operate the programs.

For eligibility and qualification information contact:

* Your State Education Department
or
* Mary Lou Wheeler
Summer Food Service Program
Food and Nutrition Service
U.S. Dept. of Agriculture
Washington, D.C. 20250
(202) 447-9072

SECOND HARVEST

If you are located where fruit, vegetables or nuts are grown, find out if there are "second harvests". This is where growers let people into the orchards or farms to pick what is left over after the main harvest. Sometimes there is a charge. Check if you and the children can do it for free. Not only is it a great real life experience for the children but the food can be used by the center (maybe the children can even cook it or preserve it!)

FARMERS MARKET AND FOOD CO-OP

Check local Farmers Market for potential of your program buying in bulk. If you can't use that much food or gasoline and effort not worth it, check with other centers/programs about using group effort and purchasing power. Form a food co-op. The children can help with the sorting etc. This can be used year round for snack materials--fruits, raw vegetable sticks, etc.

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VOLUNTEERS

As the trends from college filter down to the high schools more and more high school students are "getting serious" about their studies and finding work. Nationally, there is a feeling that the economy is tight, jobs are scarce, and everything is costing more. One advantage of this in recruiting high school and college students is that volunteering can be billed as the first step toward getting a job (in that it is experience and a place to get references from). As mentioned in the Jan-Feb. issue of School Age NOTES, some draw backs to high school students are maturity and licensing regulations (especially if trying to meet staff/child ratios).

What should you do NOW before school gets out? Contact the high school guidance offices to inquire about talking to the students about volunteering.

Look at lists on page 3 and be creative about how those people and groups could volunteer time, services or goods to meet your program needs.

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SCHOOL-AGE CHILD CARE

ERIC (Educational Resources Information Center) is a national information system designed to make accessible those curriculum materials, program descriptions, research reports and articles not generally available. These materials are available on microfiche (micro-film-like) at many educational centers and libraries. Also many of the documents can be purchased in photocopy form. Twenty of the more than 42 references in ERIC on school-age child care are listed on the Selected Bibliography at the end of the new book School-Age Child Care: Programs and Issues (see back page). ERIC order information for those twenty articles is also available at the end of that book. For information on using the ERIC system contact ERIC/EECE (address on back page).

ACTIVITIES

Scouting books have activities and ideas that are geared for specific age ranges (Cub Scouts are for 8-10 year olds). Check local libraries or call Scout headquarters.

FUNDRAISING - PUBLICITY - MONEY MANAGEMENT

Child Care Information Exchange, a management magazine for child care directors and administrators, has Reprint #10 Fundraising available for $2.50 (16 pages). "Director's Survival Kit,Raising Funds" examines 10 key factors to successful fundraising with examples and how-to's. The March 1981 issue of this magazine has the same article with a shorter number of examples. Back issues are generally only available to subscribers of CCIE. However, subscribers of School Age NOTES may order the March issue of CCIE for $2.50 (40 pages). This is a chance to examine an excellent resource for child care programs (6issues/yr., $15.00). Besides fundraising, the March issue has an equally relevant article on monitoring budgets.

Other pertinent reprints available are:

- #3 Money Management I
- #6 Bureaucrats/Marketing
- #13 Money Management II

(Each Reprint, 16-pages @ $2.50)

Contact: Child Care Information Exchange
70 Oakley Rd.
Belmont, MA 02178

Save the Children has the following available:

Recruiting and Enrolling Children: Tips on Setting Priorities and Saving Time (20 pages, $3.00).

Successful Small Fundraisers (38 pages, $4.00).

Public Information/Public Relations: A Do-It-Yourself Kit ($4.25).

Contact: Save the Children
1182 W. Peachtree St. N.W.
Suite 209
Atlanta, GA 30309
(404) 885-1578

Grassroots Fundraising by Joan Flanagan ($5.25) available from:

The Youth Project
1555 Conn. Ave. N.W. Room 501
Washington, D.C. 20036

Publicity: How to Get It, by Richard O'Brien (Harper and Row, 1977).

Marketing for Non-profit Organizations by Philip Kotler, (Prentice-Hall Inc., 1975).

NEW RESOURCES FOR SCHOOL-AGE CHILD CARE

School Age Day Care "How to Start a program, design the structure, organize the curriculum, develop the staff and manage the money." This is a reprint of articles from the practical and informative day care director's magazine Child Care Information Exchange. The unique feature of these articles is that they drew on the experience and insight of after-school directors across the country. Reprint #101 (32 pages, $5.00)

Available from:

Child Care Information Exchange
70 Oakley Rd.
Belmont, MA 02178
(617) 484-5696

School-Age Child Care: Programs and Issues Edited by Andrea Genser and Clifford Baden. This is a series of papers from a national School-Age Child Care Conference. This is not a how-to guide but rather a forum of experiences, ideas and issues related to school-age care. Program models including family day care are discussed. The bibliography contains 33 reference materials written about school-age/after-school/extended day care. This is the most comprehensive, selected bibliography on this subject available today. (Catalog #109, 106 pages, $5.00)

Available from:

ERIC, Clearinghouse on Elementary and
Early Childhood Education
College of Education
University of Illinois
1310 South Sixth St.
Champaign, IL 61820 ($5.00)
(217) 333-1386

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INSIDE: SPECIAL ISSUE

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FEATURE

SUMMER PROGRAMMING - PART II

KIDS AND MONEY

The long days of summer are often viewed with dread by caregivers. How can I plan for something all day, every day? While the very young school-agers are content with their repetitive play and the middle age school-agers are relatively involved with secret groups and budding peer social systems, the older school-agers' complaint is boredom.

Developmentally the pre-adolescent (starting around 10 years old or 5th grade) becomes very interested in money. While to parents it seems as though they are only interested in spending it, they are very interested in how to get it.

Summer provides an excellent time to introduce the idea of creating money making projects. During the school year one is always aware of the short amount of time each afternoon to work on long range projects. Summer provides an opportunity for a designated block of time, 10 to 12 weeks, during which the children have ample time during the days to plan and implement their ideas.

Money and earning money will attract all ages of children in your school-age program. However, it is the older children who have the cognitive and academic ability to perservere with such projects. They can retain long term goals (working hard now to make more later, or saving up now to buy something later). The value of money and its purchasing power is well set. (While the five year old will choose 15 pennies over 2 dimes because it "looks" like more, the older school-ager will feel insulted if asked to make that choice.) The older children have the math skills (or will soon want to) to divide net profits after adding up gross profits and subtracting expenses. (For us adults who still find that confusing see resources page 2.)

Developmentally the older child has a desire to earn money. The 10-12 year old and up has started to progress past the 8-9 year old who is content with doing adult-type tasks just for the sake of "real tools, real work". This older child now is beginning to connect the reasons for doing things with a sense for the future. (We clean the kitchen to keep the bugs out and to prevent sickness. My parent has to work to earn money to feed and clothe us.)

Not only are the children developmentally ready to learn about money in a real way but the nation seems ready to teach children this. A big push toward economics in the upper grades and junior highs is emerging. Grants are being given to colleges to develop plans to teach children economics - children in the world of work. That phrase may strike a cord of vague ill ease because of the images of children in "sweat shops" which brought about child labor laws in this country. While in many countries children are still forced to work (and it still needs to be guarded against in this country) letting them plan their own money making projects is a way of meeting their developmental needs. It also follows the tradition of the lemonade stand and newspaper route.

IDEAS

Motivation - while there's plenty of it at the outset when it comes to making money, it must be clear from the beginning the GOAL for the project - that is - who gets the profits, why are you raising money? It may be for something big...a camping trip...an expensive day trip... (these can be planned as end of the summer events) or for something smaller...a trip to the movies...a new kickball...a surprise gift for the director of the center/minister of the church/principal of the school.

Some programs choose to let the children split the profits among themselves just as if they were at home with their lemonade stand.

Remember to include the younger children in the process. Think of what they can do within their age range to help. The 5 and 6 year olds can help with the art work for posters. The 7 year olds can be the "gofors" running messages and getting needed items. The 8 and 9 year olds can help with the list making and record keeping while the older children are "in charge" of the money as well as directing the project.

NOTE: While the emphasis has been on the older children and their ability and desire to make money, those programs with primarily younger grade children can also conduct money making projects. However, it should be remembered that the younger the children are, the more adult help in planning and implementation will be needed.

PROJECT IDEAS can include.....car washes .....bake sales.....pancake breakfasts.... plays, magic and puppet shows.....collecting newspapers and aluminum cans (now at almost 2¢ a can).....helping local business people (sweeping sidewalks in the morning etc.)

FAMILY DAY HOMES can look around their neighborhood for people who may want help with mowing lawns, carrying groceries or cleaning out storage areas.

Selling nutritious snacks(prepared by the children)to parents for their child's ride home in the afternoon is one of the ideas of Karen Zappe, Editor of the Children's World Staff Newsletter. She is very enthusiastic about Kids & Cash listed as a resource below.

What money making projects have your children enjoyed? Let us hear from you.

RESOURCES

Kids & Cash (300 pages, $2.95 Bantam paperback) While geared toward parents this comprehensive guide to children and money is useful reading for both caregivers and older school-agers and teenagers. It has clear explanations of subjects such as inflation using concrete examples to insure understanding. It also has excellent examples of the developmental levels of children's thinking. The older children can find over 100 suggestions for earning money. (These also may serve to spark interest for caregivers or parents looking for money-making project ideas for the children.)

Penny Power "A Consumer Reports Publication for Young People" is a consumer magazine for children. It helps children take a critical look at what they buy and what advertisers try to sell them. It has activities that can be done both at home and in your program like a cereal tasting experiment. Like the adult Consumer Reports, Penny Power rates different products to give consumers additional information when making buying decisions. (6 issues, $9/year) Penny Power P.O. Box 1909, Marion, OH, 43306

≋ CONFLICT RESOLUTION ≋

"WHO TOOK MY RACE CAR?!!" : ISSUES OF RESPONSIBILITY

"Possession is 9/10ths of the law." Many caregivers would say possession (or lack of) instigates 9/10ths of the conflicts in school-age programs. Not only do conflicts regarding property occur among the children but between children and adults. Quite often this revolves around the care of and responsibility for program equipment.

Helping Children Learn Responsibility

Responsibility for their own property

Point out consequences...
If they break their new toy
  A. They won't be able to play with it.
  B. They will incur the wrath of their parents.
  C. Both A and B.

Responsibility for property belonging to other people and to the program

ADULTS MUST ASSUME SOME RESPONSIBILITY FOR INSURING THE SECURITY OF CHILDREN'S PROPERTY. This can be accomplished by not allowing children to bring toys from home. This eliminates the toys being broken etc., problems over sharing ("It's MY football and YOU can't play!") and the wheeling-and-dealing of toys and power. ("Miranda's going to let me come to her birthday party if I let her have my new calculator.")

Scheduling special days for bringing in one favorite toy or allow children to bring toys on a regular basis BUT have firm guidelines. Some examples are,

IF YOU BRING SOMETHING FROM HOME:

* It has to be shared with all.
* You are responsible for keeping up with it.
* If you are afraid something might happen to it while you are outside you may leave it in the teachers drawer or closet until time to go home.
* Finally you have to accept the risk that something might happen to it while you are sharing it.

REMEMBER all of us like to have something that is ours and that we can carry with us. This includes the school-ager who needs to bring something from home to share with friends.

Responsibility and Consequences

"Just as you must accept the chance that something might happen to your property while someone else is using it, you must accept the responsibility for someone else's property when you play with it."

"If you break it or loose it you must work out an agreement with that person and his/her parent and your parent for replacing it." (Parents can be helped with this by suggestions of ways of earning the money at home rather than having the parent pay for it. See resources page 2.)

The same should be true for program equipment and property. Some centers have a list of jobs to do at the center (washing walls, cleaning chairs, etc.) and a value assigned to them. If a window is broken (even by accident rather than irresponsibility) of course the program or facility owner pays for fixing it. The child may also "pay" his/her share by choosing a task from the job list.

Lost or Damaged Equipment and No One Knows Who Did It!

If the kickball gets a hole in it or the softball is left at the park and responsibility is undetermined, the children can have a choice (1) No Kickball or (2) Do jobs until enough "credit" is earned for the center to buy a new one. It is amazing how much less problems there are involving lost or damaged equipment when children have a sense of ownership and knowledge that replacements won't magically appear.

FOOD.....FOOD.....FOOD.....FOOD.....FOOD.....FOOD.....FOOD.....FOOD.....FOOD..

DEVELOPMENTAL NOTES AND ACTIVITIES BY BONNIE JOHNSON

Essential to Summer Programs for School age children are well-planned nutritious meals and snacks. Energy expended playing kickball, tag, bike riding etc, requires nutritional food. Studies have indicated relationships between a nutritional breakfast and behaviors such as attention span and concentration. To enjoy summer programs children (and staff) need food that helps them perform at top level, that helps them control unwanted behaviors and helps them feel good.

The PARENT HANDOUT insert has resources for planning and preparing nutritious meals. The nutrition part of your program can be geared to the developmental needs of school-age children. School-age children can participate in all or part of your nutrition program---from planning menus, to ordering and purchasing food supplies, to preparing and cooking meals, to serving and eating meals and cleaning up.

Participation in your nutrition program meets their developmental needs of rule boundedness, decision-making, participating in processes that directly affect them, and in real life experiences.

PLANNING MENUS

By giving school-age children "rules" or guidelines by which to plan meals, you will appeal to their rule boundness and at the same time increase their knowledge of what kind of foods make a meal nutritious and/or meet USDA guidelines.

For example, "rules" for planning lunches are:
* Have a meat or protein source,
* Bread or bread source (such as macaroni),
* Fruit and Vegetable, and
* Milk.

Have each child or groups of 2 or 3 childre be responsible for planning one or more lunches. A good way to start is to plan one meal together. This is a good time to introduce why we eat certain foods.

NOTE: Be sure to have sample menus, cookbooks, recipes or other resources to help the children in this task. Small programs may easily accomodate all meals being planned by children; where larger programs may only be able to allow planning for snacks or breakfast or special meals.

ORDERING AND PURCHASING FOOD SUPPLIES

Participating in ordering supplies to match the menu plans provides useful math experiences: How many dozen eggs do we need to make scrambled eggs for 50 people on Monday and egg salad sandwiches on Thursday? And how much will it cost? Also problem-solving and decision-making levels. Should we buy the 10 lb bag of flour at $2.50 or the 20 lb bag at $4.25?

PURCHASING SUPPLIES

Educational field trips to local stores, farmer's markets, local farms, and food whole sale distributors to purchase food items can provide experiences in comparative pricing, checking quality and quantities of different foods, as well as comparisons of different stores. If your program has food items delivered to your facility, one or two children could help check for receipt of all goods ordered, and for quality of goods.

PREPARING MEALS

From washing and peeling carrots and potatoes to cutting up fruit for fruit salad to frying chicken or making tuna fish casserole, school-age children enjoy cooking food. They can take turns assisting the cook in the kitchen, can prepare their own breakfast or snacks or maybe lunch once a week. Preparing meals in a small group (maximum of 3 children) is best. The rest of the children can be pursuing other activities. This works well as long as they

DEVELOPMENTAL NOTES AND ACTIVITIES

learn their turn will be coming at another scheduled time. Children will become acquainted with cooking tools: blender, food processor, steamer, etc, and measuring utensils. This is an opportunity for getting a first hand acquaintance with the metric system: use measuring cups and spoons caliberated in standard and metric system.

EATING MEALS: The Best Part!

Having participated in the processes leading up to the actual consumption of food, school-agers tend to enjoy their meals more and be willing to experiment with new food tastes.
CAUTION: School-agers are good at put-downs. Help children who dislike a food item to reject the item itself and not the persons who planned and prepared it.

CLEAN UP

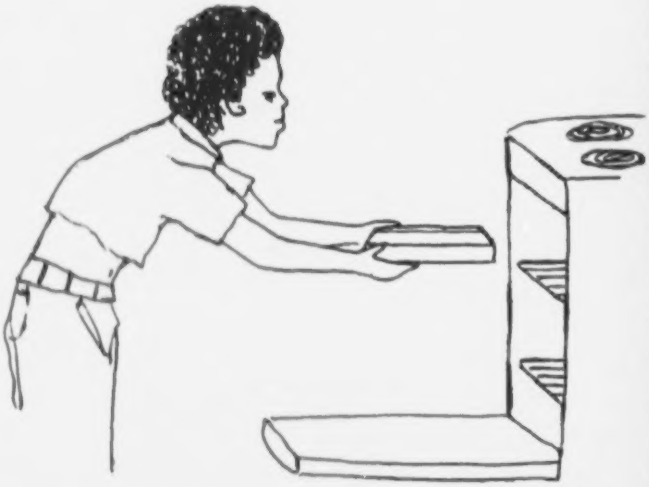
Don't overlook this essential part! School-agers feel a sense of usefulness and independence cleaning up after themselves. Also, questions can be raised in relation to left-over food? Can it be used for part of the p.m. snack? Does anyone have a dog to give the food to? What about a composte pile for the garden? How can we plan better to reduce the amount of left-over food?

ACTIVITIES RELATED TO FOOD

1. Prepare and Eat a Meal from Another Culture...Start with a culture related to one of your children. If you choose Mexican foods,
- Visit a Mexican restaurant
- Locate Mexico on a world map
- Invite a parent to tell about their life in Mexico
- Look up information about Mexico
- Make a Pinata and have a Mexican party
- Learn how to make cornmeal from corn.

2. Make your own cook book with children's and staff's favorite recipes. Have the book printed and sell to raise money (See Kids and Money). Collecting and writing recipes, layout, drawing pictures, naming the cookbook are all parts of this project the children will enjoy. A visit to a local printers to investigate having the cookbook printed will provide information about printing as a career option as well as what the printing process is all about.

3. Go on a Sugar Hunt - This works well after a discussion of the effects of sugar on teeth and body. (Use films and books from the library.)
Have the children bring in cereal boxes, candy wrappers, vegetable cans, pre-packaged food wrappers, etc. Make lists of foods containing sugar as their first ingredient, second ingredient and foods with no sugar. (Remember school-age children love to make lists.) They can even make a chart of the number of foods in each category i.e. sugar as first or second ingredient and those with no sugar. A trip to the store or using the food boxes or containers brought from home to "play store" with are two ways to structure this.



From mixing bowl - to oven - to snack table.

For Caregivers Only

SOME TIPS ON SURVIVING

The January-February issue of School Age NOTES listed some of the "Common Problems, Concerns, and Feelings of Caregivers" from Nancy Ledbetter's workshop "FOR CAREGIVERS ONLY". The following have been adapted by permission from Ms. Ledbetter's "Surviving Ten". They have been adapted to fit the situation of after-school caregivers.

DEVELOP AN END-OF-THE-DAY BOX-----The last hour or half-hour of your program can often be the most difficult to plan for. It is the time of day when activities are coming to a close, areas are being cleaned up and at the same time parents are coming in to pick up children. It is the part of the day that for some parents is the only time they see the program "in action". It is also a time when you are trying to gear down from the fast pace of afternoon games and activities to a tempo that is more in tune with parents who have just driven thru rush hour traffic after a long day at work.

Cleaning up can be accomplished with the knowledge that more "activities" await them. These, of course, are more quiet activities; ones more suited for gearing down. They still need to be interesting and fit with your general program goals.

Some programs have one caregiver supervise the tail end of the clean-up while another caregiver leads a quiet, group activity. These activities can be stories read, told or acted out -- many older children will want to help with the reading. Guessing games are also popular. During the summer it may be especially helpful to use this period as a review of the day's events. This can help with future planning by soliciting the children's likes, dislikes, and suggestions for future activities. It also can serve as a time to help with any reminders for the next day.

Planning for this time of day will help to avoid any chaos which is apt to occur during the last hour of the day. It also will help the children be ready for pick-up by their parents.

TAKE YOUR CUES FROM THE CHILDREN-----During the entire process of caring for children as you schedule activities, rearrange the room, plan a field trip, decide on groupings of children, etc.---Take cues and suggestions from children. Become a good observer and listener. Be willing to change, be flexible, and willing to try new things. Try one thing and if it doesn't work---throw it out and try another.

ASK FOR HELP WHEN YOU NEED IT-----Especially during the first year of caregiving, seek out an experienced caregiver to talk over your day-to-day concerns with. People working in school-age programs often face more of a sense of isolation than most caregivers. Some have dual responsibilities for both direct caregiving and administrative responsibilities. Seek out other such programs in your area. Suggest getting together for coffee or some other kind of informal visit---try to establish some kind of support system. Don't be afraid to admit you need help, because we all have much to learn---and we'll never know it all.

PAT YOURSELF ON YOUR BACK--YOU ARE IMPORTANT-----Recognize yourself and your job as being very, very important. Put a poster in your closet telling you how wonderful you are; give yourself a present for your hard work etc.

......AND ABOVE ALL ELSE-----

KEEP YOUR SENSE OF HUMOR

DIRECTOR'S CORNER

CONFERENCES
WHITE HOUSE AND OTHERS

TAKE AN ACTIVE ROLE IN EDUCATING THE PUBLIC AND TRAINING CAREGIVERS REGARDING SCHOOL-AGE CHILD CARE

The White House Conference on Children and Youth has been disassembled by the Reagan Administration. The money allocated for it is to go to individual states, commonwealths, and territories to produce their own state-level conferences. These conferences are to be convened in October, November, and December (giving them only a few months to produce a state-wide conference).

You can help by letting the Governor's Office of your state know your interest in school-age child care.

A BIT OF HISTORY An interest in school-age care is not new to White House Conferences as evidenced by the Report of the Sub-committee on Summer Vacation Activities of the School Child at the 1932 White House Conference on Child Health and Protection. Fifty years ago they were advocating "play schools [school-age programs] built around the established interests of children, recognizing both spontaneous desires and subsequent personality development" allowing children to help plan and implement the programs.

Back then the purpose of summer care was seen as socialization of children on summer vacation rather than today's need of care of children of working parents. However, where as the reasons for care might have changed in the last 50 years the thinking in terms of what should be provided for children is as relevant today as then.

Let's help work toward providing care for the over 2 million children aged 7 to 13 who are left home alone each day.

Let those who plan conferences related to children know of your interest in seeing more on school-age child care.

Help spread the word about workshops, seminars and conferences that are relevant to school-age child care.

When local and state AYCs (Associations on Young Children) have conferences that include workshops on school-age care, let School Age NOTES hear about it. We will keep others informed as you let us know about various workshops and conferences. SEE RESOURCES

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OOPS! Under RESOURCES in the March-April issue the new book School-Age Child Care: Programs and Issues should have read Catalog #189 for ordering from ERIC.

This new resource is also available for $5.50 including handling from:

New England AEYC Publications
Anna Ashley
Hanson Ridge
Springfield, ME 04083

+++++++++++++++++++++++++++++++++++++++

Thanks for the help to the following school-agers who did "real work for real pay": Tara, Suzie, Joel, Michelle, Marino, Ethan, Jeremiah, Kelly, and Shawn.

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NOTE--re: "Dear Parent" handout and KIDS AND MONEY handout enclosed

School Age NOTES has prepared these handouts for parents about sack lunches and allowances for your use. If you wish to copy them directly, they are on white paper to provide better copies. Please let us know if these are helpful to you and if you have any suggestions for subjects to help communicate to parents.

RESOURCES

RESOURCES

WORKSHOPS

The TAYC (Tennessee Association on Young Children) Conference Sept. 30-Oct. 2 in Nashville plans several workshops on after-school care including Programming, Different Models, Developmental Aspects, Getting Along and Starting Programs.

Contact: TAYC Conference
P.O. Box 33
Goodlettsville, Tn 37072

FUN FOOD EDUCATION

Eclipse of the Blue Moon Foods, a guide to teaching food education written by Nance Pettit and Ellen Weiss. In conjunction with a student workbook, this guide provides a fun approach to nutrition education. It includes a rationale for nutrition education, a STEP-BY-STEP GUIDE to Activities with 18 lessons on subjects from "You are what you eat" to "Label Reading". It is unique in its emphasis on foods to be eaten "once in a blue moon", candy, soft drinks, snack foods, etc. relating what are blue moon foods, why they are harmful, and what to substitute for them.

Teacher Guide 114 pages $7.95
Student Workbook $2.25
Bulk rates available

Available from:
The Cooperative Food Education Project
2606 Westwood Dr.
Nashville, Tn 37204
(615) 297-4177

School Age NOTES
P.O. BOX 120674
NASHVILLE, TN 37212

INSIDE:

Kids and Money

Dealing with Responsibility for Property

Activities around Food

Tips on Surviving

Resources

SPECIAL: Parent Handouts

SACK LUNCH INFORMATION

Dear Parent,

Lunch is one of the most important times for your child in day care. Not only is it a time of socializing and relaxing - it is a nutritional event in the middle of a very active day. The following information will help you plan and prepare sack lunches for your children (and perhaps other members of your family too).

These ideas will help turn what can be a tedious and boring chore into a creative task. Add your own ideas to this list. Have fun! After all - we are what we eat!!

NOTE: Include your whole family in the planning and preparing process. It will be more fun, you'll get more ideas for different lunches, your child will enjoy his/her food more and learn more about food, its value and how to prepare it.

HELPFUL HINTS

1. Sack lunches need to provide the same nutrients as hot lunches. Vitamin A, Vitamin C, and iron sources are particularly important.
2. Include foods that are easy to handle; "finger" sandwiches, sliced or sectioned fruit.
3. Pack lunch in a lunch box. Use thermos for soups, milk, chicken or tuna fish salad or other foods needing refrigeration. Save small plastic containers to pack fresh vegetables, and fruit salads.
4. Avoid foods needing refrigeration such as, eggs, mayonnaise, milk unless refrigeration is available or food is stored in a thermos.

MENU SUGGESTIONS

Guidelines Check to make sure you provide a meat or protein source, bread source, vegetable, fruit, and milk.

MONDAY

Peanut butter and honey
on Whole Wheat Bread
Green pepper rings
Apple slices
Milk*

TUESDAY

Tuna fish salad* in
"pocket" bread
Pineapple chunks
Cherry Tomatoes
Milk*

WEDNESDAY

Chicken Thigh (2)
Corn Muffins (2)
Cole Slaw*
Strawberries
Milk*

THURSDAY

Cheese with lettuce or
sprouts, tomato, and
green pepper on Rye Bread**
Tangerine
Milk*

FRIDAY

Salad with strips of turkey
and cheese* with favorite
dressing (separate container)
Banana Muffins (2)
Milk*

*PACK STARRED ITEMS IN THERMOS

**PUT INDIVIDUAL PKGS. OF OF MAYONNAISE AND MUSTARD IN LUNCH BOX TO BE SPREAD ON SANDWICH BEFORE EATING

Be Careful NOT to serve carbonated beverage, Kool-aid, potato chips, candy or other "junk" foods with no nutritional value.

Sincerely,

School Age NOTES

KIDS AND MONEY

SOME GUIDELINES FOR ALLOWANCES

Young children (and even older ones) see parents as having an endless source of money - "write a check, charge it".

One of the tools for learning about money is allowances.

Allowances help children learn that if given a set amount of money, no more will magically reappear when it is used up. This is the first step in learning about budgets and saving.

As children get older their decision-making skills regarding spending (hopefully) improve. Saving encourages thinking in terms of long range goals and self-discipline. They learn about borrowing and earning money (to pay back what they borrowed).

These money learning skills that are life skills can start with allowances.

For young children - 4 or 5 years old:

- Be very clear that the amount you give is all they get.
- Let them make the choice about what to buy (it's their money).
- Even if they only need a few more pennies to buy what they want, tell them they don't have enough but may choose something else to buy.

Remember at this age they think what looks bigger is more. "A nickel is worth more than a dime because it's bigger". A row of 10 pennies each spaced far apart is more than 20 pennies lined up end to end.(Try this with your child.)

A general understanding of money and its worth begins around 7 or 8 years old.

It is at this age that the child begins developmentally to understand quantity and "worth" and is learning the reading and math skills to handle it.

Developmentally the desire to earn money for specific purchases begins around 10 years old. By this time the math skills and examples used in school are suited for determining - "how much more money do I need" and thinking ahead - "how much tax will be added". Allowances can be supplemented by doing odd jobs (that are really helpful and not a part of expected chores) around the house or for neighbors.

KIDS & CASH by Ken Davis and Tom Taylor is an excellent resource for money making ideas for children (mostly 10 years and older) and teenagers (and even some ideas adults could use for weekend money). It also explains thoroughly several systems for allowances.(Bantam Books $2.95 300 pages)

Some Basics for Allowances

-Talk to other parents - find out the "going rate" for allowances of children the same age as yours.

-Talk with your child and agree in advance what kinds of expenses will be covered by allowance and when they will receive it.

-Try to adhere to the rules and schedule you and your child agree on - that includes repayment for any loans to them - this helps them understand credit.

-Help them understand"savings" and its advantages but let them make the final decision between quick gratification - "sodas" and delayed gratification -"saving up for something special".

-Any expectations for receiving allowances such as chores should be very clearly defined and the consequences for not doing them known ahead of time.

NOTE: The above guidelines apply to children about 6 or 7 years old or older. Remember to always take into consideration your child's developmental level. The amount of allowance and rules can be reviewed each year.

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FEATURE

THE SCHOOL-AGE CHILD IN THE FAMILY DAY HOME

BY BONNIE JOHNSON

A bull in a china shop? A mother's helper? Just one more child? Providers who care for school-agers as well as pre-schoolers in their own home encounter definite differences and problems than those who care for just one age group.

A major concern expressed is: School-agers overpower the scene and pre-schoolers get lost in the shuffle. You know how this works...The school-age children are playing school in the living room (a favorite dramatic play activity of school-age children). The paper, the scissors, the glue, the pencils, the crayons, and the blackboard have been confiscated by the "teacher". The school-agers are excited, eager, enthralled with acting out teacher-student replays. And where are the pre-schoolers?..On the sidelines, eyes wide with wonder and envy - forbidden to participate by both the fast pace and by definite orders to stay out.

Why? Why do activities of school-age children overwhelm the pre-schoolers?

The main reason is school-age children have more power. 1.) They are physically larger and stronger. 2.) They have more ideas on ways to do things. Barbara Cloud, a family day home provider in Nashville, Tn., says that although their ideas (such as playing school) are great for giving new thoughts and concepts to the pre-schoolers, the school-agers' competency can also make the younger children feel inadequate. 3.) School-agers also have more power thru more developed verbal skills. They can express and do express what they want clearly and often vehemently. What can result is preschoolers watching on the sidelines or frustrated (crying, hitting, kicking) because they cannot compete in the same arena with the older children.

WHAT CAN YOU DO?

1. HAVE SEPARATE SPACES

- Have separate space and supplies that ONLY the school-agers can use.
- Have separate space and supplies that ONLY the pre-schooler can use.

These separate spaces can be accomplished in variety of ways---you might have one bookcase or shelf or even a box decorated by the children; or you may have the luxary of a basement or den that can be designated for the school-age children.

2. OPEN-ENDED ACTIVITIES/MATERIALS

Provide activities/materials that are OPEN-ENDED; that is materials any child at any developmental level can use.

Examples are:

> Playdough...plain paper and crayons... water and empty containers of different sizes...sand...blocks...etc.
>
> The two year old can roll, pound and pinch playdough with unending joy and the nine year old can create star war heroes with the same material.

Each child creates and excels at their own level and can therefore be satisfied with both process and product.

3. HAVE CLEAR RULES

> School-agers can use the living room.
>
> Pre-schoolers can use the playroom.
>
> School-agers can use all the games on the top two shelves.
>
> Pre-schoolers can use all the toys on the bottom two shelves.
>
> School-agers can go outside to play during naptime after the pre-school children are all asleep.

School-agers love rules for a sense of order and fairness. They appreciate clear boundaries. Use this to your advantage!

4. MAXIMIZE SCHOOL-AGERS DESIRE TO DO REAL WORK.

Barbara Cloud makes a lists of chores to be done that day. She then has each school-ager choose one or two. Chores can include:

* Reading a story to three year old Johnny.

* Making frozen orange juice pops.

* Sweeping the floor.

* **Washing** and cutting the carrots.

* Making the playdough.

* Teaching 5 year old Todd to tie his shoes.

++

RESOURCES

For books and publications related to family day care contact:

Save the Children
1182 W. Peachtree N.W.
Suite 209
Atlanta, GA 30309
(404) 885-1578

Quality Child Care
P.O. Box 176
Mound, MN 55364
(612) 472-2566

ERIC/ECE
College of Education
University of Illinois
1310 South Sixth St.
Champaign, IL 61820
(217) 333-1386

++

The school-ager taking care of a younger child in her home away from home---the family day home.

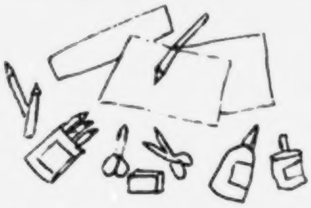
ACTIVITIES

BITS AND PIECES

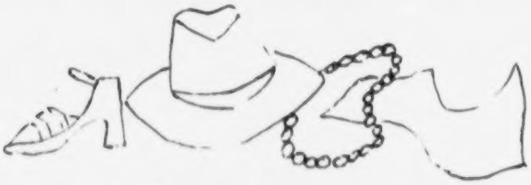
SOME TYPES OF ACTIVITIES TO CONSIDER AT THE BEGINNING OF A NEW SCHOOL YEAR

Planning activities for those first several afternoons at the beginning of the new school year can be difficult. It is necessary to provide active types of play for those bursting with pent-up energy and excitement of starting school again. It is just as important to provide opportunities for quiet play and activities for those exhausted from the excitement and apprehension of the first day.--- One overall consideration in planning both active and quiet types of play is the importance of familiar games and equipment. Choose activities that tend to be universal to children.

For quiet activities you may want to make



paper, pencils, crayons, scissors, and glue available. Or perhaps it is

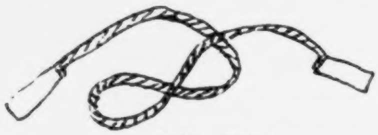


dress-up clothes and props for pretend games that some children will be attracted to. An opportunity to "play school" should also be available so they can re-enact their busy day.

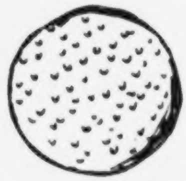
Other quiet activity equipment can be puzzles.....magazines (or comic books)..... painting and coloring.....and quiet corners with pillows etc. for just doing "nothing".

For the children who need some time to be very active as soon as they arrive at your program, free play on the playground or in a gym might be just what they need. (*See "The Uses and Abuses of Free Play" in the Oct-Nov.'80 issue*)

You may want to provide familiar equipment such as



a skip rope



or a large, soft ball

for those wanting to organize a kickball game, play dodgeball or whatever else might be currently popular with them.

NOTE: *One consideration in planning activities for the first several days of a new school year is that many children will be wearing new clothes. While smocks for painting should be available, water and sand play may need some restrictions. (However, theses types of manipulative materials provide an opportunity to release the tensions and emotions of a "hard day" at school.)*

CONFLICT RESOLUTION....DEVELOPMENTAL NOTES....AND A NEW SCHOOL YEAR

Often the types of situation at the beginning of the school year that produce conflict or at the least confusion can be prevented through planning and through consideration of the children's developmental levels.

The end of summer and beginning of another school year brings several changes to school-age programs.

WHILE AFTER-SCHOOL HOURS ARE NOT AS LONG AS SUMMER DAYS THEY ARE MORE INTENSE.

Why does two hours feel like eight hours?

The children have been confined in the highly structured system of school all day. They have been functioning at full capacity and feeling the pressure to succeed, to know the right answer, and to "be good". In addition, they often have had little time to vent their built up energy.

Plus, the after-school program represents a transition from one place (school) to another (your program). Even though it may be one the children look forward to, each transition is another change which can cause chaos inside a child.

NEW ENROLLMENTS mean:

-- helping new children "fit-in" with the old group. Children new to the after-school program are experiencing their second new group for the day. They have already struggled with "first day of school" fears and getting acquainted with new children, a new teacher and a new environment in school. They need sensitive caregivers who create a comfortable, enjoyable space that lessens their fears and confusion.

-- a reshuffling of the social "pecking order". In some situations this may lead to rough play or fighting to see who is "on top". It also may mean the children are so busy putting energy into figuring out the social order that they don't put their energy into testing limits set by adults.

WHAT TO DO?

FOR NEW CHILDREN

* Provide a "buddy system". Take advantage of the school-age child's desire to be responsible and adult-like. Have a "helper" be responsible for showing the new child around. This might be an opportunity for a shy child to make a new friend or feel adult-like by helping a younger child.

* Play games that help the children (and caregivers) learn all the new names.

* Take advantage of their list-making characteristic and have them make charts of which school classrooms the program children are in.

FOR NEW CHILDREN, OLD CHILDREN - NEW CAREGIVERS, OLD CAREGIVERS: SOME GENERAL YEAR-ROUND TIPS.

1. Rules are kept to a minimum but consistently enforced.

Eliminate ambiguity - Make sure rules are clear and consequences of not following them are understood. Always follow throug with the consequences. Children want reasonable and fair limits to be set and enforced; it helps them feel secure! Don't forget - children have more reason to "stick to" the rules and to apply peer pressure for others to "behave" if they are involved in establishing them. (They may need help in keeping the list reasonable and down to just the essential rules.

2. Plenty of "things to do" are made available.

Use a "suggestion box" to allow the children opportunities to help in planning the choices to be available. Change the lists often so that they will look forward to what's available each week, month, whateve..

3. Children can make choices about both what is available and what they will do.

Remember developmentally the middle school child is striving to be independent and feel competent.

4. Children are responsible for the consequences of their choices.

If they choose one art project they need to finish it before proceeding to another. This is harder for the five and six year olds. They are still at the stage of being more interested in starting things than finishing them. The older children have a developmental drive to complete tasks. (Their reasons for wanting to abandon something rise more from fear of failure than lack of interest.)

5. Children know what to expect and when to expect it.

Post schedules of activities and special events for the day, week, month. School-age children are starting to develop the concepts of time and long range goals. Schedules help them by reinforcing learning these concepts as well as making them feel secure in "knowing everything" that's happening. (This does not mean you have to give up flexibility and spontaneity.)

ADMINISTRATIVE NOTES

ATTENDANCE TAKING - One routine that can be introduced to help with attendance taking is a "check-in board". It can be as simple as an old bulletin board with the children's names and hooks underneath. It should be near the door. When the children come in, they use identical tags or whatever you design (what can you recycle for this?) to hang on their own hook to indicate they are "here". What about a "check-out" system? Yes, each child puts back the tag by their name as they leave. Both these systems give children a sense of responsibility for keeping you informed of their presence without 30 kids pulling on your sleeve.

CHECK THE SCHOOLS YOUR PROGRAM SERVES. - Are there new principals at any of them? If so, it might be helpful to introduce yourself and explain your program before the school year starts. Whether or not there is a new principal, you should check with the schools to make sure both of you agree on drop off and pick-up schedules and arrangements.

DIRECTOR'S CORNER

HIRING FOR A NEW YEAR

QUALITIES TO LOOK FOR

Confidence
Ability to communicate with adults and children
Enthusiasm
Promptness
Creativity
Flexibility
Assertiveness
Ability to make decisions
Compatible philosophy

SOME QUESTIONS TO ASK

Would you describe for us your experiences with children?

Can you tell me some basic differences between 5 year old and 9 year old children?

What special skills or strengths can you offer this program? Any talents or hobbies?

How would you handle this situation? [Describe a typical conflict that might occur when working with children, parents, and/or staff.]

END INTERVIEWS WITH:

Is there anything else you would like to ask or add to what we have discussed?

++

PARENT HANDOUT - "Your Child and the New School Year". Available on white paper ready for duplicating - FREE from School Age NOTES. Send a Self-addressed stamped envelope to:

"Starting School"
School Age NOTES
P.O. Box 120674
Nashville, TN 37212

++

NATIONWIDE RESOURCE

Last year we reported that how-to information and technical assistance for starting, implementing and operating school-age child care programs was available from the national School-Age Child Care Project (Wellesley, MA).

Now 8 technical assistance sites affiliated with the Project are operational across the U.S. Their efforts are directed to:

- starting school-age programs
- improving the quality of existing programs
- maximizing the use of all types of community resources.

To different degrees each site has available written materials, consultation, workshops and training programs.

For further information contact:

CALIF. *Tinka Streibert*
Children's Center
2526 Sixth Street
Santa Monica, CA 90405
(213) 396-2367

ILL. *Mary Anne Brown*
Hephzibah Children's Association
946 North Boulevard
Oak Park, IL 60301
(312) 397-8417

MINN. *Tutti Sherlock*
Child Care Resource and Referral
1312 NW 7 Street
Rochester, MN 55901
(507) 288-9388

N.M. *Sheila Bolger c/o CARINO*
Child Care Information and Referral
901 Buena Vista SE
Albuquerque, NM 87106
(505) 247-9837

N.Y. *Anita Kleiner*
Child and Family Justice Comm/YWCA
c/o Paula Lane
505 McKinley Parkway
Buffalo, NY 14220
(716) 875-3111

OREG. *Edwina Albright*
Eugene Latch Key, Inc.
356 W. 8th
Eugene, OR 97401
(503) 683-7291

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Wellesley, MA 02181
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NOTE: *AN ARTICLE ON "LATCHKEY" CHILDREN WILL BE IN U.S. NEWS & WORLD REPORT. WE UNDERSTAND IT WILL COME OUT AUG. 24 IN THE AUG. 31 ISSUE.*

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ATTENTION: CANADIAN SUBSCRIBERS

We have sent back to you any newsletters or mail returned to us because of the postal strike. Should you be missing the May-June issue (green paper) please notify us so we can send another.

PUBLISHER'S NOTES

This issue completes our first year of publication. This accomplishment is a credit to the staff and friends of School Age NOTES for the time and ideas they volunteer to make this newsletter a reality. We would like to thank you, our nearly 1,000 subscribers, for your support and for keeping us informed, through letters and survey responses, of what is happening across the country. Also, thank-you for being patient during our growing pains. It has been your interest in and advocacy for quality care through more information and technical assistance that has made School Age NOTES a viable network committed to providing the often isolated after-school caregiver/administrator with information, new ideas, and a sense of not being alone in facing the unique challenges of school-age child care.

HOUSEKEEPING

NEW ADDRESS LABELS - You now are in one more computer. You may not be numbers to us but to the computer and our subscription system you are. You are filed by zip code and address. Therefore, when writing to us about name or address changes or current subscription status make sure you include the name and address on your current newsletter or send the actual label.

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RESOURCES

NAEYC CONFERENCE

The National Association for the Education of Young Children (NAEYC) Annual Conference is November 6-8, 1981 in Detroit, Mich. This is one of the largest education conferences available attracting over 12,000 people to 300 workshops.

This year there will be 5 workshops specifically on school-age child care [S-ACC] plus one special interest session. The workshop titles are:

- * S-ACC: choosing your program model.
- * Developing creative learning centers and programming for s-a children in day care.
- * S-ADC: challenges and solutions for communities and parents.
- * Wellesley S-ACC Project.
- * Latchkey, Inc. - providing for the needs of s-a children in before- and after-school care.

RESOURCES

An interest group meeting on school-age child care will follow the Wellesley Project's Saturday evening session. This special session will allow those interested in issues related to school-age child care to share ideas and explore solutions to problems and concerns raised. This meeting is a result of requests by conferees last year in San Francisco for such a forum. If you want further information or have suggestions for issues etc. to be addressed contact the Wellesley S-ACC Project. (see page 6)

Many of the other 300 workshops also will be of interest to s-a caregivers and administrators, Registration fees are from $25-$50. Contact:
NAEYC Conference
1834 Connecticut Ave. N.W.
Washington, DC 20009
(202) 232-8777

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FIRST CLASS MAIL

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Family Day Care and School-Agers

Beginning of School Activities

Tips for Starting a New School Year

Helping New Children

Hiring for a New Year

Parent Handout Available

YOUR CHILD AND THE NEW SCHOOL YEAR

For "first-timers" starting school can be scary. For five-year olds and six-year olds entering kindergarten or first-grade as their first experience with a public or private school is something unknown. Often, they have heard about school from older brothers or sisters who may have over-dramatized certain aspects while "playing school". Hence, your child may have some misconceptions about school and teachers. Older children going back to school in a different building with different children and teachers can also feel apprehensive.

Success in school is a goal of all parents and educators. There are several ways parents can help pave the way for a successful school year for their children.

* Communication is one of the keys to a successful school year.

It can start before the beginning of school by answering questions honestly and completely. Show interest in their concerns and try to convey a positive attitude toward school. Young children pick up a sense of things more from the way you say something than the actual words. If older children have purposely told them "bad" things about school, counter this with honest answers plus positive facts. Tell them there will be lots of new children to make friends with and activities to do.

Communication between parents and school is important. By visiting the school ahead of time the child has a frame of reference - a mental picture to think of when talking about starting school. They no longer conjure up pictures of "witches" or "jails" from what they have heard from older children or on TV and much of their apprehension is relieved. If you cannot take them see if a friend or their preschool can arrange such a visit.

For older children or those younger children that could not make a visit before school starts, visit their classroom as soon as possible. Maybe you can take time off and pick them up at the end of school. Just a minute or two of conversation with your child's teacher (with the child present) will help the child to see that there is an open line of communicatiōn between home and school.

* Safety is one of the other keys to a successful school year.

OVER 25,000 ACCIDENTS A YEAR INVOLVE CHILDREN ON THEIR WAY TO OR FROM SCHOOL.

FOR WALKERS - First-timers need to be taught to walk on the sidewalks and against the traffic (especially if there are no sidewalks). It is best if you or another adult can walk with them the first few days of school. -Explain to them what the crossing guards do and that they must be obeyed. -Older children need to be reminded about these safety tips. -Attach reflective tape to coats etc. worn in early morning or late afternoon hours if it is dark then.

FOR BIKE RIDERS - Go over safety rules. Remind them they have to obey the same rules that cars do. They need to the right going with the traffic.....stop at stop signs and lights... and signal and look about when turning.

FOR BUS RIDERS - Go over safety rules....stay seated while bus is moving....don't put anything out the windows--hands, paper etc....and listen to what the bus driver says. Either you or another adult wait with your child at bus stop to identify the right one. If they don't already know their address & phone #, write it on paper or tape it to their clothes. Tell them to show it to the bus driver if they get on the wrong bus.

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INDEX GUIDE

A sample index entry is: rest time, M/J'83-3

M/J represents May/June issue
'83 represents 1983
3 represents page 3

Many written resources are mentioned throughout the newsletter. If (resource) appears beside the index entry [for example - rest time (resource)], the reader is referred to a specific book, pamphlet or other written material on the subject.

Note: Some price information and addresses are out of date. Check with supplier before ordering materials.

Other abbreviations include:

J/F - Jan./Feb.
M/A - Mar./Apr.
M/J - May/June
J/A - July/Aug.
S/O - Sept./Oct.
N/D - Nov./Dec.
PH - Parent Handout
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School Age NOTES is designed for YOU, the person who has the daily responsibility for creating an environment that is exciting yet safe, fosters independence but is nurturing, and allows flexibility and freedom of choice within a secure setting.

For more information about resources for after school care contact:

Richard Scofield, Editor
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Nashville, TN 37212

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FEATURE

DIVORCE AND THE SCHOOL-AGE CHILD

Tall and slender with hurt filled eyes, ten year old Tameka stomps across the room, grabs the orange juice from six year old Juan and takes over breakfast. Tameka gives orders to the other school-agers and in a few minutes everyone is served and eating breakfast.

Hands, body, legs in constant motion, 7 year old Jim Bob gyrates around the room, his eyes spanning all that's happening. With one swift motion, he swipes Antoine's legos onto the floor.

With down cast eyes, and arms crossed, Julie sits alone. Silent.

Children of Separation and Divorce. How does the school-age child react and respond to the separation and divorce of his or her parents. How do they feel? And what do they do with their feelings?

Experts in the divorce field note children's feelings to be similar to their parents and similar to anyone going thru the grieving process following a loss. Sadness, bewilderment, hurt, denial of the changes in their life, shame, longing for the absent parent or the "way things were" and especially ANGER are the feelings that dominant the emotional arena.

Anger is often a product of frustration---of wanting something and not getting it. School-age children faced with separation and divorce have a multitude of "wants" and "not gets". They are angry because:

1. "They want" both parents living with them.

2. "They want" the attention of their parents. (Parents going thru separation and divorce often are centered on their own personal feelings of confusion, sadness and anger---therefore children often experience both physical and emotional separation from their parents.)

3. "They want" to be able to get a Big Mac at MacDonalds or a new pair of jeans like Lisu's, but now there's not enough money.

4. "They want" the new man or woman in their mother or father's life to disappear.

5. "They want" to have control over their rapidly changing home life.

What results from these unmet wants are angry feelings: "WHY ME?" "IT'S NOT FAIR." and "MY MOTHER (father) IS SO MEAN!"

All of which is fine if children expressed these feelings of anger in socially acceptable and helpful behaviors. But most of the time they don't. So much of the anger the child feels is toward his/her parents. Because children frequently do not feel safe in accepting, never mind expressing, anger toward their parents, the children turn the anger outward toward other people or property or inward toward themselves.

What you as caregivers of school-agers see are children behaving like Tameka, Jim Bob, and Julie. ANGER becomes disguised as "bossiness", property destruction, and withdrawal. Of course children of stable two parent families display these same behaviors also. However, with children of separation and divorce, the behaviors are usually a change from how the child normally is, especially after specific events occur - such as a child spending the weekend with the absent parent or "mother starts seeing a new man". These fluctuations in the child's behavior can be especially disconcerting to providing care. The child becomes unpredictable and the caregiver becomes wary of the child.

WHAT CAN YOU DO?

Help the School-Age Child:

1. *EXPRESS THEIR FEELINGS THRU ACTIONS EX. DRAMATIC PLAY.*

2. *EXPRESS THEIR FEELINGS THRU WORDS "YOU ARE REALLY ANGRY". (see Conflict Resolution)*

3. *PROBLEM SOLVE HOW THEY CAN CHANGE THEIR SITUATION AND THEIR FRUSTRATIONS/ANGER.*

4. *THRU INTERPRETING THE CHILD'S BEHAVIOR TO THE PARENT TO HELP THE PARENT SUPPORT THE CHILD IN THIS LIFE CHANGE. (see Developmental Notes)*

The world of the school-age child has broadened from being home centered to encompassing a world of peers, thru school, after-school program, and the neighborhood. Often with parents moving out, financial situations changing, and changes in their home life, the school and after-school program remain the only stable point in the child's life at that time. Therefore the caregivers and the program become especially important to the well-being of the child and the family.

by Bonnie Johnson

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RESOURCES

Check your local libraries and bookstores. They usually have both children's books and books for adults relating to divorce.

Richard Gardner's books are excellent.

The Boys and Girls Book About Divorce

The Parents Book About Divorce

The Boys and Girls Book About Single Parent Families

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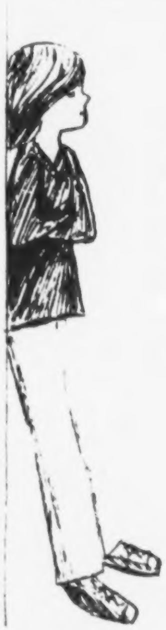

"With downcast eyes, and arms crossed, Julie stands alone - silent."

Anger produced by the frustration and often confusion of separation and divorce can be disguised as withdrawal.

ACTIVITIES

CREATING HALLOWEEN COSTUMES OUT OF THE SCRAP BAG

Edith Head, one of Hollywood's most famous costume designers was quoted in Parade magazine: "As I discovered as a child at the turn of the century, half the fun of Halloween is making your own costumes. [Today's children can have] the same treat by letting them be a part of the magical process in inventing and carrying out their own ideas about what is the perfect Halloween 'look'."

The school-age child, with a few props, some resource books and pictures, imagination (theirs and yours) and a little adult guidance can make their own Halloween costume.

Plus, with an increased national concern for children's safety, more communities (and school-age programs) are having halloween parties rather than the traditional door-to-door "trick or treating".

Planning and creating both costumes and the party are excellent activities for the school-age child.

HALLOWEEN SCROUNGER'S CORNER

HOW CAN YOU USE THESE EVERYDAY ITEMS?

1. Make-up (involve parents by asking them to contribute their old make-up)
2. Plastic garbage bags (green, black, white, yellow)
3. Old clothes (involve parents, again) or call sororities, church women's groups, rotary, lion's club)
4. Old boxes from TV or grocery stores
5. Yarn - for hair
6. Newspapers - for paper mache' mask
7. Paperbags (from home again!)
8. Resource book - (from library) Mask Magic (Harcourt Brace Jovanovich) making masks with low cost materials.
9. Old or borrowed jewelry (parents again!)
10. Lots and lots of orange, green, and brown constrution paper, glue and sissors.

** *NOTE: Be aware of any families who may not want their children participating in any Halloween activities for religious or other reasons. Plan ways to help those children not to feel left out.*

POSSIBLE COSTUME IDEAS ARE:

ROBOT or TIN MAN	*large cardboard box, recycle aluminum foil. painted with hole made for head, arms, and legs.*
RAGGEDY ANN	*red/orange yarn for hair, cut off jeans, leotard tights, red striped shirt, striped socks, make-up mask.*
GYPSY	*long skirt, big blouse, scarfs (bright colored), make-up mask.*
DARTH VADER	*use large black garbage bags or old sheet dyed black for cape, old black pants and shirt, black mask made from paper bag painted black.*
PRINCESS LEAH	*white sheet wrapped into dress, and old jewelry.*
BUCK RODGERS	*blue tight pants, blue turtle neck, white socks over shoes, belt with plastic spray gun, broken calculator (as controls).*

In cultures not celebrating Halloween the ideas presented here can be adapted for festivals, carnivals etc.

≶ CONFLICT RESOLUTION ≶

ANGER AND THE SCHOOL-AGE CHILD

Anger produced by the frustration of separation and divorce of parents often leads to conflict at home, at school and at child care programs. Caregivers can help the school-age child release their anger thru words. Although school-age children have more words and use them more skillfully and more often than preschool children, they often lack the know-how to 1. identify their feelings, or 2. use words to let others know how they feel.

The caregiver of the school-age child is in the ideal spot to assist children in first identifying their angry feelings and second supplying them with words and phrases that release the anger.

Helping School-age Children Identify Anger In Your Program

1. Cut out pictures of angry faces/postures and a) make a collage b) discuss what makes you know the person is angry c) discuss what might have made the person angry.

NOTE: Be sure to include sullen, withdrawn looks and postures.

2. Make angry faces/postures in the mirrors.

3. When a child appear angry describe how their eyes, mouth, face, body, hands, feet look such as "clenched fists".

4. Tell story of how you feel and what you look like when you're angry. Be sure to include different ways you look. For example, sometimes you might smile too brightly but be clenching your fist behind your back. Sometimes you might yell at everyone. Sometimes you might cry and be depressed.

Helping School-age Children by Supplying Them With Words and Phrases

BE A MODEL

Express your anger thru words "Jim Bob, I'm angry. You swiped Antoine's tower onto the floor."

or

"Julie, when I see you sitting by yourself, with your arms crossed, your head down and you won't look at me, I think you must be feeling bad - maybe even angry about somethings."

or

To the girl who spent the weekend with her Dad and came in really upset you might say, "Rosetta, you have been picking and punching on everyone this morning, you seem really angry."

Expressing anger is difficult for most of us. If we are to help children with their anger, we need to learn more about our own, how to identify it and how to express it.

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RESOURCES

The Angry Book by Theodore Rubin, Collier Books, 1971.

P.E.T. Parent Effectiveness Training by Thomas Gordon, New American Library, 1970.

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DEVELOPMENTAL NOTES

DIVORCE ADJUSTMENT PROCESS IN SCHOOL-AGE CHILDREN

Developmental Characteristics

- *SERIOUSNESS OF PURPOSE*
- *EXPANDING CONTACTS BEYOND THE HOME*
- *IMPORTANCE OF PEER GROUPS*
- *BEGINNING INTERESTS IN SOCIAL PROCESSES*

Responses to Divorce

- *LONELINESS, SHAME*
- *REGRESSION - BEHAVIOR PROBLEMS*
- *COMPLAINTS*
- *WITHDRAWAL - CLAMMING-UP*
- *OVERACTIVITY*
- *ATTEMPTS TO RECONCILE PARENTS*
- *HOSTILITY TOWARD THE CUSTODIAL PARENT BECAUSE THEY CAN'T LET THE WEEKEND PARENT KNOW HOW ANGRY THEY ARE FOR FEAR OF DRIVING THAT PARENT AWAY.*
- *FEELINGS OF BEING RESPONSIBILE TO THE POINT THAT THEY FEEL THEY ARE THE PROTECTORS OF THE SINGLE PARENT THEY LIVE WITH.*
- *PSEUDO "ADULTS" They ACT IN AN ADULT WAY OFTEN "TAKING ON" RESPONSIBILITIES BEYOND THEIR YEARS WHICH MAY NOT BE BEST FOR THE CHILD.*
- *ALMOST UNBEARABLE LONGING FOR THE ABSENT PARENT*

Ways to Help

- *FLEXIBLE FREQUENT CONTACT WITH THE ABSENT PARENT.*
- *WARM, SUPPORTIVE RELATIONSHIPS WITH AN ADULT THEY CAN TALK TO.*
- *REASSURANCE OF THE FAMILY'S ABILITY TO TAKE CARE OF ITSELF.*
- *RELIEF FROM CONSTANT FEELINGS OF SERIOUS RESPONSIBILITY FOR THE REST OF THE FAMILY.*
- *SUBSTITUE PEOPLE AND ACTIVITIES (SCOUTS, BUDDIES, 4-H, CHURCH GROUPS, AND OTHER COMMUNITY YOUTH ACTIVITIES).*

NOTE: MANY SCHOOL-AGE CHILDREN MAY HAVE TROUBLE DISCUSSING FEELINGS VERBALLY AND MAY HAVE DIFFICULTY SUBSTITUING AN ADULT.

We wish to thank Mary Jane Dewey of Nashville, Tn and Jane Hewitt of Tarrytown, NY for sharing their training materials with us.

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AVAILABLE FREE

RESOURCE LIST FOR SCHOOL-AGE PROGRAMS

PARENT HANDOUT - "Divorce and Your School-Age Child

Send Self-adressed Stamped envelope to:
School Age NOTES
PO Box 120674
Nashville, Tn 37212

On outside envelope mark lower left-hand corner: RESOURCE LIST and/or DIVORCE

ADMINISTRATIVE NOTES

CUSTODY HEADACHE #47

"Tanya's father and I are divorced. I don't want him to visit Tanya or take her home from the center. I don't want him anywhere near my baby." Sound familiar?

WHAT DO YOU DO WHEN TANYA'S FATHER ARRIVES THE NEXT DAY AT YOUR PROGRAM'S DOOR TO TAKE TANYA WITH HIM?

Legal and Program Issues Related to Child Custody and Late Parents, a publication of the Southern Regional Education Board, reports that custody disputes give rise to legal as well as programmatic problems for almost all day care programs. It advises that day care administrators need to be

* well versed in the legal terms for who has custody of the child.

* have a well-thought out plan (firm policies) for prevention of potential conflicts.

* be prepared to handle conflicts should they arise.

A final comment of the publication assures that serious conflict and confrontations are not frequent but a plan and an attitude of team-work help make a confrontation easier to handle.

This helpful guide clarifies custody legal terms, discusses preventive plans and confrontation tactics. Rightly so, the publication says that the problem "requires common sence, skill in human relationships and sometimes the willingness to take a calculated risk to prevent a situation from getting worse."

Legal and Program Issues Related to Child Custody and Late Parents 17 pages, $4.00.

Child Care Support Center
Save the Children
1182 West Peachtree St. N.W., Suite 209
Atlanta, Georgia 30309
(404) 885-1578

ESPECIALLY FOR CAREGIVERS

DIVORCE AND YOUR JOB

Much of what can be said about the school-age child experiencing separation and divorce also can be applied to the caregiver of separation and divorce. Feelings of anger, confusion, being overwhelmed, not being able to cope, loss, loneliness, denial and a longing for the "way things are supposed to be" are experienced by separated and divorced adults. How this shows up can often be seen in the caregiver's job performance:

1. decreased observation of and participation with children (don't play ball with the kids).

2. decreased patience with children's inappropriate behavior (yelling at children).

3. increased need to have gratification of own needs met first (even at the expense of needs of children).

4. increased absenteeism (for illness, child care problems, and court appearances).

However, unlike children, caregivers usually have the necessary skills to express their feelings thru words---they talk and talk and talk about the divorce process and its effect on them. Other staff members can provide an invaluable helping hand (or ear) by listening as the adult vents their feelings. As one caregiver said, her family was too emotionally involved in the separation and divorce themselves to really listen and let her talk. It was the objective ear of a friend/sister employee that helped so much.

Because so much is changing (often place of residence, income level, friends, role as husband/wife) in the personal life of the caregiver---work often is the only stable unchanging place. Staff come to work with a feeling of relief - a place where they have a role that is the same, tasks (planning and caring for children) that are the same and people they work with that remain constant. Like the children, the school-age program becomes especially important to the well being of that staff person.

DIRECTOR'S CORNER

SPOTLIGHT...SPOTLIGHT...SPOTLIGHT

How Would You Care For 10,931 School-Age Children?

Elaine Collins is the School-Age Specialist for the Agency for Child Development in New York City. This agency operates 331 group day care centers and a network of family day care homes caring for a total of 10,931 school-age children.

Some of the school-age programs are free standing but the majority are attached to pre-school, infant or family day care components. School-age programs are located in a variety of sites, including day care centers, community centers, public school buildings, and family day homes.

In an attempt to address the issues of school-age programming, administrative concerns and resources, the directors and staffs of these programs have formed a network of mini and larger school-age sub-committees throughout Metropolitan New York.

It is Elaine's responsibility to coordinate workshops and special activities for these school-age centers.

In addition, a School-Age Policy Manual is presently being developed and will be completed by June 1982. Anyone wishing to receive further information or to share resources and conference information should contact:

Elaine Collins, School-Age Specialist
Agency for Child Development
240 Church Street Room 113A
New York City 10013
(212) 553-5137

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Those who are interested in sharing what they are doing and who would like to be contacted by others with similar interests, drop us a line briefly describing your program's unique features. Please include a phone number.

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SEE YOU IN DETROIT

School Age NOTES will be represented at NAEYC Nov. 5-8 by Rich Scofield and Bonnie Johnson. Drop by our workshop Friday or the special interest session on Saturday night. We'd be glad to meet you and discuss your interests and concerns in the area of school-age child care.

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Nashville, TN 37212

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NOW - BOUND VOLUME I

SCHOOL AGE NOTES

September 1980 - August 1981

Includes Parent Handouts
Resource List

______$10 Bound Volume I

Enclosed is total of $_______for items marked.

RESOURCES RESOURCES

INFORMATION NETWORK

We would like to thank those of you who have sent newspaper clippings and magazine articles relating to child care. This keeps us informed so that we can in turn share this information with our readers. We appreciate your help in learning about what is taking place in your local area or state, as well as national coverage of child care issues. We are particularly interested in employer-sponsored endeavors, financial resources, and of course articles related to school-age children.

Please make sure dates and names of publications are on articles sent to us.

"When School Kids Come Home to an Empty House", *US News and World Report*, September 14, 1981.

"Who Cares for the Children?", *Christian Science Monitor* , Reprint June 1981, four excellent articles by Curtis J. Sitomer. They are specifically about after-school care covering the scope of problems and solutions related to "latchkey" children both in the U.S. and around the world. *11 tabloid size pages, $4.50 for 1 copy $1.50 for each additional copy.*

CONTACT: Reprint Service
Christian Science Monitor
1 Norway St.
Boston, MA 02115
(800-225-7090 ext. 2123)

"Parents Need to Know Rules for Latchkey Children", *Albuquerque Journal*, New Mexico, June 15, 1981.

"Latchkey Children", *SUNDAY/The News and Courier/ The Evening Post*, Charleston, South Carolina, July 26, 1981.

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FOR PARENTS FOR PARENTS FOR PARENTS FOR PARENTS FOR PARENTS FOR PARENTS FOR PARENTS

DIVORCE AND YOUR SCHOOL-AGE CHILD

Families experience a multitude of changes when divorce occurs. Here is some information and resources to help you and your children adjust to these changes.

Developmental Characteristics of the School-age Child (Starting at about 7 years old)

- Seriousness of purpose
- Expanding contacts beyond the home
- Importance of peer groups
- Beginning interests in social processes

Common Responses The School-age Child Has To Separation and Divorce

- Loneliness, shame
- Regression - behavior problems
- Complaints
- Hostility toward the custodial parent because they can't let the weekend parent know how angry they are for fear of driving that parent away.
- Feelings of being responsibile to the point that they feel they are the protectors of the single parent they live with.
- Pseudo "adults" They act in an adult way often "taking on" responsibilities beyond their years which may not be best for the child.
- Almost unbearable longing for the absent parent.
- Withdrawal - clamming-up
- Overactivity
- Attempts to reconcile parents

Ways You Can Help

- Flexible frequent contact with the absent parent if possible.
- Warm, supportive relationships with an adult they can talk to.
- Reassurance of the family's ability to take care of itself.
- Relief from constant feelings of serious responsibility for the rest of the family.
- Substitute people and activities (scouts, buddies, 4-H, church groups, other community youth activities).

NOTE: Many school-age children may have trouble discussing feelings verbally and may have difficulty substituting an adult.

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Check your local libraries and bookstores. They usually have both children's books and books for adults relating to divorce.

Richard Gardner's books are excellent.
The Boys and Girls Book About Divorce
The Parents Book About Divorce
The Boys and Girls Book About Single Parent Families

P.E.T. Parent Effectiveness Training by Thomas Gordon.

The Kid's Book of Divorce, written by school-age children with the help of their teacher, Eric Rofes.

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FEATURE

SPECIAL NEEDS CHILDREN

SOME SPECIAL CONSIDERATIONS

AS MORE PROGRAMS BECOME SENSITIZED TO THE NEEDS OF SPECIAL CHILDREN, MORE PROGRAMS WILL OPEN THEIR DOORS TO THEM. MANY AFTER-SCHOOL PROGRAMS ALREADY SERVE CHILDREN WITH SPECIAL NEEDS -- VARYING FROM DIABETES, TO LEARNING DISABILITIES, TO PHYSICAL HANDICAPS, TO DEVELOPMENTAL DELAYS.

TWO AREAS HAVE BEEN IDENTIFIED FOR SPECIAL CONSIDERATION BY JANE YOUNG, HEADSTART HANDICAPPED SPECIALIST AT TENNESSEE STATE UNIVERSITY'S CENTER FOR TRAINING AND TECHNICAL ASSISTANCE.

1. Parents of special needs kids never have any time away from the day-to-day struggle. This often is compounded by feeling guilty if they attend to their other children or themselves.

Many of these parents never have a vacation away from this daily struggle ("Who could I leave my child with?). Expectations by teachers and service agency people reinforce this feeling. "After all the services we are giving your child how can you not give 150% ?"

And added to the above pressures are the ones encountered by most parents who work. However, for the parent of a special needs child these are doubled. Other parents might only face embarrassment and a small fine if late for pick-up. The parent of the diabetic child lives with the possibility of a late pick-up and late dinner triggering a coma.

We, as caregivers of their children, can help parents of special children by:

- Recognizing the parents's own needs
- Encouraging opportunities for support by other parents in our programs
- Helping these parents link-up with appropriate community resources
- Reassuring them that their child is in a program that is atuned to the child's special problems and not frightened by them.

2. Children with special needs don't get time to "goof off". They are often pressured to "catch-up" and drill or practice continually. It is impressed upon them that every activity they participate in should be keyed to improving their

weak areas. Therefore some special kids don't relate socially.

Social relations is one area after-school programs can be effective in. There is opportunity in the non-pressure of after-school care to help other children understand and relate to special needs kids.

A program with a home-like atmosphere can nurture and facilitate beginning friendships.

It takes so much effort for the special children to maintain themselves during the school day that by afternoon they may be completely worn out. It is important for providers in after-school programs to be aware of this energy drain and to plan accordingly. Activities for these children must be fun and without pressure.

- - - - - -

The following resources are geared for preschool programs with special children. However, many of the ideas and information can be used for school-age programs. The Mainstreaming Preschoolers Series gives information about each handicap, how the children develop and learn as well as tips and techniques related to room arrangement, activities, behavior management, parent involvement and resources.

RESOURCES

Mainstreaming Preschoolers: Children with Mental Retardation 139 pages, $5.50
(GPO Stock #017-092-3029-4)

Mainstreaming Preschoolers: Children with Visual Handicaps 127 pages, $5.00
(GPO Stock #017-092-3030-8)

Mainstreaming Preschoolers: Children with Health Impairments 131 pages, $5.00
(GPO Stock #017-092-3031-6)

Mainstreaming Preschoolers: Children with Hearing Impairments 131 pages, $3.25
(GPO Stock #017-092-3032-4)

Mainstreaming Preschoolers: Children with Speech and Language Impairments 167 pages
(GPO Stock #017-092-3033-2) $5.50

Mainstreaming Preschoolers: Children with Orthopedic Handicaps 139 pages, $5.00
(GPO Stock #017-092-3034-1)

Mainstreaming Preschoolers: Children with Learning Disabilities 133 pages, $4.75
(GPO Stock #017-092-3035-9)

Mainstreaming Preschoolers: Children with Emotional Disturbances 147 pages, $5.00
(GPO Stock #017-092-3036-7)

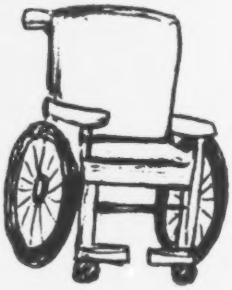
From: Superintendent of Documents
US Government Printing Office
Washington, D.C. 20402

Payment must accompany orders. Include title and GPO Stock #.

You may also want to investigate this resource designed for day care and home care providers:

When You Care for Handicapped Children
500 pages, $11.00 #0943

Available from Texas Dept. of Human Resources - See back page for address



NEXT ISSUE: EMPLOYER-SUPPORTED CHILD CARE: IMPLICATIONS FOR SCHOOL-AGE PROGRAMS

An excellent summary of this subject explaining options, benefits, problems/considerations and tax incentives is:

Helping Working Parents: Child Care Options for Business

Single copies available free from:
Florence Glasser, Policy Advisor
North Carolina Dept. of Administration
116 West Jones St.
Raleigh, NC 27611

ACTIVITIES

THE MORNING AFTER

WHAT TO DO AFTER THE HOLIDAYS

Lots of energy goes into planning the period before the end-of-the-year holidays. So much in fact, that we often feel the first week or two of the new year will take care of itself.

We all feel that need to take it easy and recuperate from the hectic pace set by holiday activities. Yet, the children might be at one of their neediest times. Not only are they recuperating from the disruption of their school and home routines but they may have to deal with many mixed feelings:

-Disappointment over not getting the presents they wanted or feeling a sibling got more than they did.

-Excitement of spending time with a divorced parent and the sadness of leaving to go back home.

-Anger over broken promises --- the toy they didn't get or the separated parent who couldn't spend time with them.

Getting back into the routines of their program helps provide stability for the children. Providing the routines and the time for the one-to-one adult-child interactions takes careful planning and organizing.

Plan, Plan, Plan

1. Plan many structured materials and activities which will help children re-enter with a greater sense of control.

   Structured materials include:

   Legos...tinker toys...blocks...puzzles ...pegs...board games (Monopoly, Sorry)

   These materials allow children to have an increased sense of control because the individual pieces do not change form or structure such as clay, paints or water do. This increased sense of control helps children minimize inappropriate behaviors. Although, the individual pieces do not change form, children can stell be creative with many of these materials. Legos become castles, tinker toys become robots, and pegs become birthday candles.

2. Ready ideas for active indoor games.

   Indoor games or active pursuits:

   scavenger hunt...balloon "ping pong"... cooperative games (Resources: any of Terry Orlick's New Games Books)

3. Plan activities that will help the kids express both their ideas and feelings connected with the holidays.

   Post holiday activities:

   --Favorite Toy Day...
   Have a day to bring in one favorite toy. (Usually these are Xmas presents but by saying favorite toy rather than new toy or present, it places less pressure on children who might might not celebrate Xmas or might not have received toys.)
   NOTE: Have a sign-up sheet for who can bring toys on what day. This limits the number of pieces of new and possibly expensive toys to keep track of. It also helps "save face" for the child that doesn't have anything or isn't allowed to bring anything from home. The May-June issue of S.A.NOTES under Conflict Resolution describes the children's and adult's responsibilities for property including items brought from home.

   --Thank you notes...
   Provide paper, pens, scissors, paste and ideas for creative and unusual thank you notes to parents, grandparents, relatives etc. for gifts received or for being a guest somewhere.

CONFLICT RESOLUTION

MANAGING SURFACE BEHAVIORS PART I

Pinching, hitting, punching, etc., are surface behaviors that can quickly become contagious and disturbing to the total group. Although, you may need to investigate the underlying causes contributing to a child's inappropriate behavior, your immediate goal is to deal with the surface behavior. Four major ways of handling such behavior are:

1. PERMITTING
2. TOLERATING
3. INTERFERING
4. PREVENTIVE PLANNING

Many of us use these or the individual facets of them without being conscious of it or without having a label for it. By labeling and examining these options for behavior management we become more confident in our methods and are able to communicate these with others (whether they be new staff, parents, or the children themselves).

The following will address the management technique of permitting.

PERMITTING In most adult supervised environments children find sets of "don'ts" (rules prohibiting certain behaviors). Too often they are not told what they may do --"it's okay to shout on the playground, use certain materials without asking, etc." Just as it is important to be clear what the limits and boundaries of behavior are, it is equally important to be clear about what is permitted. This often becomes evident when a new child enters an on-going program and asks permission to do many things which may not be monitored such as using the restroom or using the crayons and paper.

Being clear about what is permitted gives the child a range of permissible choices rather than a feeling that the only choices available are ones that test the limits. It also helps relieves the child from feeling guilty or feeling sneaky.

What behaviors in your program are permitted but the children might not be sure about? (Sometimes these are old "rules" that no longer apply.)

When is it okay in your program to:

- shout
- run
- throw something
- hit something
- use equipment such as tape recorder, record player

Are the children clear about when these are permitted and when they aren't? One way to find this out is have the children make a list of things they can do in the program and then list when or under what circumstances they may do them. (Remember school-agers enjoy making lists.) Then, post the list for new children, new staff, volunteers, and parents.

This is part one of a series, adapted from "Managing Surface Behavior of Children in School", by Nicholas J. Long and Ruth G. Newman, which was based on the work of Fritz Redl and appeared in Conflict in the Classroom: The Education of Emotionally Disturbed Children.

NAEYC WORKSHOP PROPOSALS

HAVE YOU BEEN PUTTING OFF SUBMITTING A PROPOSAL FOR NAEYC? OR FOR YOUR STATE OR LOCAL CONFERENCE? NEXT YEAR NAEYC WILL BE IN WASHINGTON D.C. CHECK THIS YEAR'S NOVEMBER ISSUE OF YOUNG CHILDREN FOR WORKSHOP/PANEL PROPOSAL DETAILS. DEADLINE IS JANUARY 22, 1982.

IN THE PAST MANY LOCAL,STATE,ETC EARLY CHILDHOOD CONFERENCES HAVE SELDOM HAD ANY WORKSHOPS RELATED TO SCHOOL-AGE CARE. WE NEED YOU, THE PEOPLE WITH THIS EXPERIENCE, TO HELP THOSE JUST STARTING OUT OR SUPPORT THOSE FEELING ISOLATED IN AFTER-SCHOOL CARE.

CONTACT YOUR LOCAL OR STATE CONFERENCE GROUPS - SUGGEST NAMES OR VOLUNTEER TO LEAD OR HELP LEAD A WORKSHOP.

ADMINISTRATIVE NOTES

SOME KEYS TO SUCCESSFUL SCHOOL-AGE PROGRAMS

PLANNING AND ACTIVITIES

- Plenty of meaningful "things to do" are made available
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- Persons with knowledge of developmental needs of school-age children, and the skills to transfer the knowledge into a program -- experience with scouts, day camps, early childhood education, etc., is helpful.
- Mature individuals who can work with the school-agers feeling non-threatened by the older children's expertise at particular skills and their sometimes offensive and threatening verbal and non-verbal actions.
- Women and men with specific skills and talents to share with the children -- gymnastics, woodworking, weaving, musical instruments, etc.
- An adult-child ratio that allows for participation by the adult in the activities of the children. 2-25 adult-child ratio is a realistic goal for a fee-based program. Ratios can always be improved through use of volunteers or by having special activities with their own supervision such as going to scouts or having dance instructor come to the program.

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- Rules are kept to a minimum but consistently enforced.
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- If transportation by the program to and from school is necessary, it is dependable, not over crowded and the time in transit is kept to a minimum.

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- Firm policies on what happens if, for example, school closes early or unexpectedly, fees or payments are late, custody conflicts arise
- Financial decisions make fees charged realistic and affordable and bring in enough revenue to pay staff well and provide supplies needed for effective programming
- And, of course, SUBSCRIBE TO SCHOOL AGE NOTES

Ideas contributed by: Doris Martin, Guilford Technical Institute, Greensboro, NC and the Wellesley (MA) School-Age Child Care Project.

FOR ADMINISTRATORS AND DIRECTORS

$ $ $ RESOURCES

As more child care programs face the current financial crunch, we felt it important to address once again issues related to money. Our March-April issue of School Age NOTES was a Special Issue covering this concern. (It is available as a back issue see page 7.)

The following are an outline of the money related issues of this Special Issue. Updated material is included here.

- Ideas on Combatting Food Costs
  Resources Update: Food coop resources not in March-April issue are:
    * The Food Coop Handbook by Coop Handbook Collective, Houghton-Mifflin 1975
    * Cooperative League of the USA
      59 East Van Buren St.
      Chicago, IL 60605
    * Local Agricultural Extension Services

- Ideas on Saving and Raising Money
  Idea Update: Book Fairs.
  Contact: Gryphon House
  P.O. Box 317
  Mt. Rainer, MD 20712
  (800-638-0928)
  Even if not interested in book fairs, their catalog is an excellent source for children's and child care worker's books.

PUBLISHER'S NOTES

WE TRY TO PROVIDE THE BEST SERVICE POSSIBLE. IF YOU DO NOT RECEIVE AN ISSUE WITHIN THE PUBLICATION DATES OR IF IT IS DAMAGED, LET US KNOW IMMEDIATELY. WE WILL SEND YOUR REPLACEMENT ISSUE FIRST CLASS MAIL.

IF YOU HAVE ANY QUESTIONS, CONCERNS, COMPLAINTS ABOUT YOUR SUBSCRIPTION OR IF YOU HAVE ANY IDEAS FOR SCHOOL AGE NOTES, PLEASE FEEL FREE TO CONTACT ME PERSONALLY.

Rich Scofield
RICHARD T. SCOFIELD
EDITOR/PUBLISHER

- Ideas on Enrollment and Public Relations

- Resources on Fundraising-Publicity-Money Management
  Resource Update: "How to" books on Fundraising, Publicity, Public Relations, Marketing, Volunteers, etc.
  Write for: Volunteer Readership Catalog 1982

  Volunteer
  The National Center for Citizen Involvement
  P.O. Box 1807
  Boulder, CO 80306
  (303) 447-0492

NOTE NEW ADDRESS for the following CCIE reprints:

#3 Money Management I
#6 Bureaucrats/Marketing
#10 Fundraising
#13 Money Management II

(Each reprint, 16 pages @ $2.50)
From: Child Care Information Exchange
C-44
Redmond, WA 98052
(206) 882-1066

FREE HANDOUTS from School Age NOTES

PARENT HANDOUTS and other resources are a free service of School Age NOTES. We provide these for your use in your newsletters etc. The "parent handouts" are on white paper to provide better copies if you wish to copy them directly. We have tried to make the request process as painless as possible. A request letter or note is not necessary. Just write on the outside envelope the key words for materials you want and enclose a self-addressed stamped envelope. This enables us to keep this a free service and to send out your materials the same day we receive your envelope. If you wish multiple copies, they are available at $.10 each.

PAST PARENT HANDOUTS still available:

-Kids & Money *-Sack Lunch Info.*
-Your Child and the New School Year
-Divorce and Your School-Age Child

Also available: *RESOURCE LIST*

This month a free chart on *PROGRAM MODELS* is available.

DIRECTOR'S CORNER

NETWORKING

BY ELAINE COLLINS

Networking is an excellent way for school-age directors to deal effectively with securing resources and developing support systems for their programs. Consider forming alliances for any of the following reasons:

1) To exchange information concerning workshops, special projects and resources of printed materials and media which relate to school-age activities and programming.

2) To form alliances among children and teachers for the purposes of planning and implementing special events: art, cooking, science and cultural festivals. Sports olympics and sharing workshops among staff and children are also enjoyable and beneficial to everyone.

3) To write grants and proposals which indicate that large groups of children will benefit both in the present and in the future.

4) To act as an advocate for school-age children.

5) To encourage trainers and consultants to develop school-age training programs for large groups of school-age staff.

6) To share available free buses if one center has too few school-age children to fill a bus.

More importantly, remember that networking is an excellent means for getting to know other professionals in your area, who may be serving the same age population but can offer a wider variety of programming models and staffing patterns.

Some ways of starting a network include:

1) Have an open-house (maybe in conjunction with another program) with set purpose of organizing network.

2) Check your local AYC/AEYC group, licensing or United Way/Council of Community Services type agencies for help in organizing.

3) Have special sharing time for school-age programs at local early childhood education conferences.

4) Start small support group with a few other programs then try expanding to larger network.

Elaine Collins is the School-Age Specialist for the Agency for Child Development in New York City.

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___ BOUND VOLUME I School Age NOTES $10
September 1980-August 1981
(Includes Parent Handouts and Resource List)

___ March-April '81 $2
___ May-June '81 $2
___ July-August '81 $2

__ SPECIAL all three issues $5

Enclosed is total of $____ for items marked.

RESOURCES

SCHOOL-AGE ACTIVITY BOOK

Day Care for School-Agers is an excellent, comprehensive "program guide for school-agers, parents and day care staff" Divided into fourteen sections plus a detailed appendix this resource covers such topics as Characteristics of School-agers, Games, Homemade Toys and Props, Fun with Food, Arts & Crafts, Music, Creative Dramatics, and Special Interests of the Older Child. Also included are Record Keeping Forms and Equipment. The best part of this guide is the multitude of activities designed for and tested for effectiveness with school-agers in day care programs. (433 pages, $18.00) NOTE: They have many other resources. Ask for their Child Development Program Materials Catalog.

Contact: Media Services Division 151-X
Texas Dept. of Human Resources
PO Box 2960
Austin, TX 78769

RESOURCES

FREE AFTER-SCHOOL BOOK

After School in the City 1980-81 is a unique collection of descriptions of projects in the community done by and for kids in after-school programs. Wave Hill is an environmental studies center located on old estate grounds in the Bronx, New York City. Wave Hill conducts training sessions for after-school teachers. They are designed to encourage and support a creative approach to after school day care. The workshops (and descriptions in book) are based on doing actual projects. Themes for these projects include Neighborhood Exploration, Using City Parks, and Studying Urban Natural History. The resulting journal with children's illustrations is an example of self-publishing.(40 pages) Single copies available free (limited quantity). NYC workshop info also avail.

Contact: Susan Antenen
Wave Hill
675 West 252 St.
Bronx, NY 10471

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ADDRESS CORRECTION REQUESTED

INSIDE

Special Needs Children

After the Holidays Activities

Managing Surface Behaviors

Keys to Successful Programs

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Networking

School Age NOTES

The Newsletter for School Age Child Care Workers and Administrators

P. O. Box 120674 • Nashville, TN 37212 • Phone (615) 292-4957

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Ideas contributed by: Doris Martin, Guilford Technical Institute, Greensboro, NC and the Wellesley (MA) School-Age Child Care Project.

This after school information is for you and your program. It is information available in School Age NOTES and our workshops. If needed, a handout on "Starting After School Programs" is available by sending a stamped self-addressed envelope to School Age NOTES.

A PROGRAM MODEL: Three Components

THREE COMPONENTS	CHILD-CENTERED APPROACH CHILDREN CHOOSE THEIR ACTIVITIES USING ADULTS AS RESOURCES AND PLAYMATES	ADULT-CENTERED APPROACH ACTIVITY BASED WITH HIGH ADULT DIRECTION (INCLUDES RECREATIONAL OR TUTORIAL PROGRAMS)	UNIT APPROACH BASED ON THEMES
Adult's Role	-Resource -Playmate -Friend -Provides props	-Planner -Leader -Instructor	-Initiator Provides props and structure needed for continuity
Child's Role	-Initiator -Chooser	-Reactor -Participant	-Initiator -Chooser -Reactor -Participant
Atmosphere	-Home-like -Individual oriented	-Organized -Group oriented	-Chance to take advantage of enriching experiences of facility, staff expertise, and playmates within a nuturing, supportive environment.
Activities	-Free play - playing house, school, or imitating current TV or movie hits. -Games, fads -"Real Tools, Real Work" -Homework -Quiet time/space	-Sports, arts & crafts -Badge-type programs or activity classes (play-shops)	-Ripple effect activities using the child's interests and discoveries for activity planning related to those interests. -Using many different activity vehicles to achieve goals, (putting appropriate props in activity centers related to child or adults initiated themes).
Planning Process	-Overall planning-adults -Individual/day-to-day planning-kids	-Adults (with requests from kids considered)	-Adult/Child Reciprocity (give-and-take) - Adults and children take cues from each other.
Develop-mental Character-istics	-Industriousness -Seeking real-life experiences -Risk taking	-Rule bound -Peer oriented -Gravitate toward hero models	-Wanting "real tools, real work" -Industriousness -Wanting to complete tasks -Adventurousness
Develop-mental Needs Met	-Independence -Choice and responsibility -Time for exploring inventing, and being alone	-Skill building -Achievement -Group skills	-Interfacing with world -Achievement -Problem solving
Advantages	-Allows for one to one adult-child inter-actions -Children allowed to pursue their interests at their own pace.	-Can help children con-trol themselves by giving them structure - planned activities initiated by adults but not neces-sarily dominated by them.	-Relates the child's activities with the world while meeting as best as possible the needs of all involved.
Disadvantages	-Can disintegrate into boring, superficial program (or chaos) if not continually moni-tored by adults to meet group and indivi-dual needs.	-Can be too organized and inhibit child's needs for independence, creativity, choice, and responsibility -Can prevent time for one to one adult-child inter-actions.	-Maintenance of theme can overlook individual needs and interests.

WHILE MANY PROGRAMS MAY PLACE MORE EMPHASIS ON ONE PARTICUALR COMPONENT, IDEALLY A PROGRAM WOULD INCLUDE ALL THREE COMPONENTS AT VARIOUS TIMES TO MEET THE DEVELOPMENTAL NEEDS OF THE SCHOOL-AGE CHILD.

A PROGRAM MODEL:
THREE COMPONENTS

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NOTE: This chart was developed from the ideas presented in "Programming for School-Age Child Care" by Richard T. Scofield and Jean Watson Shaw in Day Care and Early Education Spring, 1981.

DEVELOPMENTAL NOTES

THE SCHOOL AGE CHILD IN DAY CARE NEEDS:**

1. Emotional support, warmth, and caring.
2. Good adult models with whom they identify.
3. Work with real tools, sometimes in play, sometimes in the purposeful pursuits of the real world of work.
4. Work at a wide variety of tasks and an opportunity to achieve competence in some skill areas.
5. A great deal of freedom of space, time, and choice.
6. A balance of dependence on adults and independence of adults.
7. His/Her world expanded beyond the home, school, and day care community.
8. Individual and group responsibilities.
9. Encouragement to be imaginative, creative, and resourceful.
10. An opportunity to practice reading, writing, spelling, and computing skills freely in play and self appointed tasks.
11. An opportunity to make friends and participate in group fun and tasks.
12. The privilege of being alone.
13. Experience in problem solving and in coping related to people, materials, and tasks in familiar and unfamiliar settings.
14. Affirmation of his/her own heritage and culture and an acceptance and appreciation of others.
15. An opportunity to work at his/her own pace on his/her own developmental level and to be appropriately challenged.
16. Experience in learning to handle both success and failure.
17. Ample opportunity for body building exercise, nutritious food, and appropriate rest.
18. A sense of comfort and security with outdoor play.
19. A time for exploring and inventing.
20. Natural contacts with community groups, scouts, ball teams, etc.

**NOTE: As you read this see how many different ways you are meeting these needs in your program.

This list has been used with the permission of the Davidson County School Age Day Care Task Force, Nashville, Tn., from Starting School Age Day Care: What Are the Considerations, by Bellis, Bowman, Burgess, Colley, Core, Potter, Scofield, Wallas, 1978.

THIS HANDOUT IS A REPRINT FROM THE SEPTEMBER-OCTOBER AND NOVEMBER-DECEMBER 1980 ISSUES OF School Age NOTES. Subscription and back issue order information are below.

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DEVELOPMENTAL NOTES

REAL TOOLS, REAL WORK = REAL LIFE SKILLS

Children in elementary school enter a period (starting at about 7 years old or so) that Erik Erikson in Childhood and Society has termed Industry vs. Inferiority. This means they try to gain a feeling of self-worth through pursuing and completing tasks.

Aha! That's why they can spend hours digging sand or snow - building castles or forts and never complaining--until asked to sweep the kitchen or shovel the walk! Actually their industriousness in play spills over into work and chores. This industriousness is why world-wide all societies begin some form of "systematic instruction" (school) at this age.

School agers attack both play and work with a unique sense of seriousness of purpose. When given chores that school agers view as having responsiblity, that give them the feeling of being trusted, and that are similar to adult jobs using adult tools (such as saws, staplers, vacuum cleaners), they will do it then with gusto!

NOTE:

They do need patience and guidance in learning and performing these chores. And this will vary, of course, with age and individuality of each child.

When planning you must consider the child's seriousness of purpose and need for completion of tasks. Remember to break down activities into small units that can be done within reasonable blocks of time. Thus, when their parents come to pick them up, they will have easy stopping points at which they can feel a sense of completion.

What kind of activities can provide real life skills?

-Preparing snack or cooking (including cleaning-up!)

-Dancing (social and leisure time skill) *Have a "Disco" with signs, decorations, disc jockey (Have children plan it - planning is another real life skill)

-Office chores - collating, folding, stapling

-Woodworking

-Sewing, knitting, weaving

-Mechanics - Get a donated car engine for the playground. Have them take it apart - they'll need their old clothes! (Perhaps a volunteer with automotive experience can help) Parts can be cleaned and used to make other projects. Even the engine block can be cleaned and painted - adding "modern art" to your playground while they learn what cleans grease and what kind of paint to use on metal as well as how to clean the paint brushes!

Learning to take care of younger children...

SCHOOL AGE NOTES

RESOURCES FOR SCHOOL-AGE CHILD CARE

GENERAL

* School Age NOTES BOUND VOLUME I Sept.1980-Aug.1981 Back issues covering summer programming, behavior management, fundraising etc. - see brochure for details - available for $10 from School Age NOTES, PO Box 120674, Nashville, TN 37212

School-Age Child Care: Action Manual (available summer 1982) covers how-to aspects of starting, operating, programming etc.- other materials and technical assistance available contact: Wellesley School-Age Child Care Project, 828 Washington St., Wellesley, Mass. 02181 - Tel. 617-431-1453

PROGRAMMING

Activities for School-Age Child Care by Blau et al: NAEYC (National Association for the Education of Young Children) 1834 Connecticut Ave. NW, Washington DC 20009

"Programming for School-Age Children in Child Care" by Richard T. Scofield and Jean Watson Shaw in Day Care and Early Education Spring, 1981.

Day Care for Schoolagers: Texas Dept. of Human Resources, Media Services Division 151-X, PO Box 2960, Austin, TX 78769

IDEAS FOR ACTIVITIES, PROJECTS, AND UNITS

Children's Crafts - Fun and Creativity for Ages 5-12: Lane Publishing Co.

The Cooperative Sports and Games Book by Terry Orlick (Check for other Orlick books)

Kids America by Steven Caney: Workman Publishing Co., 1 West 39th St. New York,N.Y.10018

100 Ways to Enhance Self-Concept in the Classroom: by Canfield & Wells: Prentice-Hall

Creative Food Experiences for Children by Goodwin & Pollen: Center for Science in the Public Interest, 1755 S St.NW, Washington, DC 20009

Free and Inexpensive Learning Materials:Incentive Publishing,PO Box 120189,Nash.TN 37212

CONFLICT RESOLUTION

The Friendly Classroom for a Small Planet: A Handbook on Creative Approaches to Living and Problem Solving for Children: Avery Publishing, 89 Baldwin Terrace, Wayne NJ 07470

Between Parent and Child by Haim Ginott - check local bookstores/libraries

P.E.T. Parent Effectiveness Training T.Gordon - check local bookstores/libraries

FOR DIRECTORS

School Age Day Care Reprint #101: Child Care Information Exchange, C-44, Redmond,WA 98052

School-Age Child Care: Programs and Issues eds. Genser & Baden,Cat #189: ERIC/EECE, College of Education, Univ. of Illinois, 805 W. Pennsylvania Ave.,Urbana, IL 61801

Grassroots Fundraising by J.Flanagan: The Youth Project, 1555 Conn.Ave.NW Rm501,Wash.DC 2003

*** *PRICES AND MORE INFORMATION ABOUT THESE RESOURCES AND OTHERS ARE AVAILABLE IN BOUND VOLUME I AND EACH AND EVERY ISSUE OF SCHOOL AGE NOTES.*

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FEATURE

SELF-CONCEPT, SELF-ESTEEM, LIKING YOURSELF, VALUING YOURSELF, APPRECIATING YOURSELF SELF-AWARENESS, KNOWING WHO YOU ARE

More and more has been written on the subject of self-esteem in children and adults. What is known is that feelings of self-worth are related to how well a child reads, completes school work and on how well a child relates to his/her peers and to adults. In addition, teachers with high self-concepts tend to have children in their care who have high self-concepts. Also, studies have indicated that the teachers' attitude toward themselves (and thus toward others) was as important, if not more important, than any materials or activities they used.

STRONG WORDS! What do those findings mean for caregivers of school-age children? How can you take this information and have it make a difference for yourself and your school-agers?

Virgina M. Axline in her book, Play Therapy, maintains that,

> "There seems to be a powerful force within each individual which strives continuously for self-realization....a drive toward maturity, independence and self direction."

By harnessing this drive, the caregivers of school-agers can continually seek ways to increase their own awareness and thus appreciation for themselves. The more caregivers value themselves, the more they can impact a sense of valuing the school-ager. At the same time, caregivers can assist the school-agers on their own journey of knowing and appreciating themselves. (See ESPECIALLY FOR CAREGIVERS and box p.2 for specific self-awareness exercises.)

The caregivers who value and respect themselves and create an atmosphere where school-age children are valued and respected help the children to learn to like and appreciate themselves.

Steps to follow to create an atmosphere of self-appreciation and appreciation of others are:

1. Project an image of building (not destroying) the child.

2. Be interested in child as a unique individual.

3. Communicate with child on individual, private basis EVERY DAY.

4. Give forth an expectation, a belief, a confidence, that the child is competent, can work and can learn.

5. Provide firm, consistent limits.

6. Have a respect for and a willingness to work with parents.

7. Serve as a role model - someone who likes themself.

"Only if you are truly into your own being, possess and value yourself, feel comfortable with and good about yourself, believe in and live your right to be yourself, will you truly enhance self-esteem in those young beings...whose lives are touched by you." John Vasconcellos (Member of California Legislative) p. XIII, 100 Ways to Enhance Self-Concept in the Classroom (See RESOURCE).

A child looking
into a mirror--
liking what he sees.

SELF CONCEPT ACTIVITY

AUTOBIOGRAPHICAL QUESTIONNAIRES

This activity helps school-agers increase their awareness of "who they are." It works best with older children - third grade and up. It helps to complete the activity, seal it in an envelope and then 3-6 months later, give it back to them for review. Choosing one question, and having the children (in groups of 3) share their answers is also helpful.

Some sample questions to include in this questionnaire are listed below. Add to or subtract from as your particular needs dictate.

1. Name
2. Birthdate
3. Address and Phone Number
4. List ten words that best describe you.
5. List ten words that best describe each person in your family.
6. What do you see yourself doing five years from now?
7. How do you spend your time after school and on weekends.
8. What does friendship mean to you?
9. What is the best thing anyone could say about you?
10. What is your favorite book or story?
11. Which TV show do you like best?
12. What's your favorite food?
13. Who's your best friend?
14. What do you like about her/him?

Adapted from 100 Ways to Enhance Self-Concept in the Classroom (See RESOURCES).

+++

SEE PAGE 7 FOR IMPORTANT CORRECTIONS TO THE NOV.-DEC. ISSUE.

+++

ACTIVITIES

STOCKING BADMINTON

Materials needed:

1. Clothes hangers (old) - one for each racket.

2. Pantyhose (old) - one pair for each two rackets.

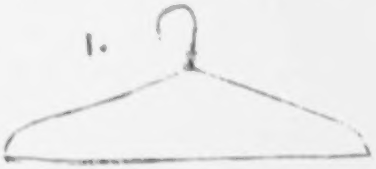
3. Small nerf ball or balloon.

4. String, rubber band or yarn.

Directions:

1. Reshape clothes hanger into oval shape.
2. Close hook, so that sharp-edges are smooth and hook becomes a handle.
3. Cut legs off panty hose.
4. Stretch 1 leg of hose tightly over oval-shaped hanger.
5. Tie nylon securely in place at base of handle. Use string or rubber band.
6. Cut off any extra length of nylon.

1.



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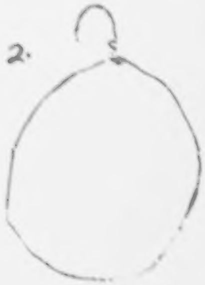

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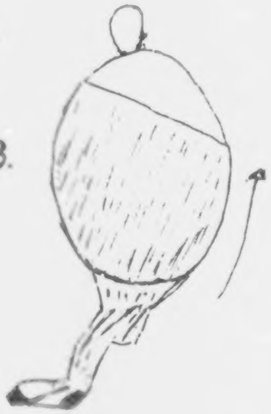

To Play:

METHOD ONE

Hit the balloon with the racket to keep the balloon aloft as long as possible.

METHOD TWO

Two or more persons hit a balloon or a nerf ball across an imaginary line or a string line. Each player tries to hit the ball or balloon across the line without it touching the ground.

Scoring rules can be the same as tennis, badminton OR created by the players involved.
NOTE: This activity is excellent when active indoor play is desired.

++

VALENTINE DAY (February 14)

Activity - Put a doily over a sheet of paper. Using spray paint/brush and paint, paint over the doily. Before the paint dries, peel the doily off. This makes a nice card for a parent or a special friend.

++

DONKEY RACE (February 22)

Each year on an island called St. Croix in the Virgin Islands, there is a dondey race. To celebrate this day, plan on inside races, (or outside weather permitting). These races can be active; running, jumping, hopping,or passive; drop a penny into a small dish, pass the potato or orange, pin the tail on the donkey.

Have children locate St. Croix on map supplied by you. Children can also make their own maps using paper, paint, magic markers, flour - and - water clay and water color paints.

Thanks to Rosalie Radman for activity ideas. You may contact Rosalie for more ideas at: 31 Stanley Hall, Depart. of Child and Fam. Dev.,Univ. of Missouri, Columbia, MO 65211, (314)882-4035.

CONFLICT RESOLUTION

MANAGING SURFACE BEHAVIORS
PART II

In Part I (Nov/Dec 1981 issue) managing surface behaviors thru the technique of permitting was discussed. This method involves defining areas and times for specific behaviors such as hitting is allowed when directed toward the punching bag. Part II will investigate the technique of interfering.

Intervening (stopping) certain surface behaviors is based on the premise that to allow the behaviors to continue will probably result in:

1. Real danger to the children and/or adults (Ex. Playing with matches can result in a fire).

2. Psychological hurt to a child or children (Ex. Teasing or name-calling one child by several children).

3. Over excitement (Ex. Action game that is over stimulating children to point of loss of control).

4. Damage to property (Ex. Hanging on the basketball rim).

5. Disruption of an ongoing activity (Ex. Child starts bouncing ball across room and thru twister game).

6. Negative behavior by one child (esp. popular child) spreading to entire group.

7. Conflict with outside world (Ex. Running in and out doors frequently might disturb other building occupants).

8. Discomfort experienced by the caregivers (Ex. Too much noise might result in irritability of caregiver which can result in less tolerance for negative behaviors). Remember caregivers' comfort is important, too.

It is the caregiver's task to assess the surface behaviors of school-agers and the potential for a negative result and to intervene before the potential becomes reality.

Long and Newman* relate 12 interfering techniques. This article will center on 3 of the techniques. These three techniques are extremely useful in stopping behaviors without singling out a particular child thus saving the child from embarrassment or from "negative stardom." These 3 techniques are:

1. Planned Ignoring involves ignoring a particular outward behavior with the knowledge that it will stop on its own. The behavior often may be a signal from the child for help or attention. The caregiver uses the child's signal to address the need of the child and not the outward behavior. For example, 7 year old Jamie starts twirling and dropping the scissors when he's having difficulty with his craft project. The caregiver sees this as a signal and steps in to help. The caregiver ignores the twirling and dropping behavior.

OR

Nine year old Jennifer starts talking loud and fast when she can't decide what to do with her time. The caregiver sees this behavior as a signal and guides Jennifer into an activity and ignores the loud, fast talking.

2. Signal Interference can be used effectively at the very beginning of misbehavior. Caregivers develop a multitude of body words (signals) which communicate to the child: "Stop what you are doing, NOW!" Body words include: eye contact (that certain look), hand gestures, tapping or snapping fingers, frowns, coughing, clearing the throat, "hands on hips" postures, etc.

Observe yourself during the day and you will discover your own body words. Having the children make a list of your signals will surprise you on how clearly you communicate non-verbally. One caregiver noticed that this technique worked best with the children who liked and respected her. She also observed that with some children it never is effective!

3. Proximity Control is an old standby of experienced teachers. Becoming physically closer to a child has the positive effect of helping a child control undesirable actions. Proximity control can consist of taking a few steps toward the child, shifting your position in order to face the child, standing or sitting next to the child, or laying your hand on their arm or shoulder. Some children need the physical presence and touch of the adult to control their actions.

In the next issue part III of Managing Surface Behaviors will discuss additional interfering techniques.

*Part II is adapted from "Managing Surface Behaviors of Children in School", by Nicholas J. Long and Ruth G. Newman, which was based on the work of Fritz Redl and appeared in Conflict in the Classroom: The Education of Emotionally Disturbed Children.

DEVELOPMENTAL NOTES

PLANNING FOR SUCCESS

For the school-age child (generally around seven or older) a sense of worth is directly related to achievement, to a successful completion of tasks. Erik Erikson calls this the stage of Industry vs. Inferiority. Taking this in consideration how can the school-age program design itself to meet this developmental need of mastery of tasks?

First Break activities or projects into small steps that are easily completed the same day. Providing individual small steps such as drawing the plans, collecting the materials needed, pasting, and painting allows children to work at their own pace and to have easy stopping points when it is time to finish up or to go home. This avoids the sense of failure a school-ager feels when a task has to be left unfinished.

Second Provide variety and choice of activities both in type and difficulty. This allows children to choose activities they can master. When their self-esteem is high they also love opportunities to choose tasks that are a little more risky or more difficult to master.

Allow opportunities for repetition of tasks. Children this age derive a great sense of satisfaction from repeating tasks they know they can complete.

Choices also allow for decision making. Children who can make choices over how, when, and where they will spend their time and energy have a greater sense of mastery over their "world" and a greater sense of "I am good".

Third Plan for the school-ager to be successful in tasks by:

1. Giving step-by-step demonstration of new tasks.
2. Giving clear verbal and written directions on how to do each task.
3. Providing practice sessions (where it's okay to make mistakes).
4. Giving personal assistance quietly. Limit help to only as much as is needed and no more.

Unfortunately for many school-age children their world is filled with many failures which contribute to low self-concept.

However, the school-age program is in a unique position to provide many successful experiences. Thus the bottom line of a good program is providing experiences that will build self-esteem.

ESPECIALLY FOR CAREGIVERS

A SELF-AWARNESS ACTIVITY

PURPOSE: To become more aware of how you see yourself as a caregiver and as a person.

To check your perceptions with someone else you trust.

To use this increased awareness to value and like yourself.

DIRECTIONS: 1. Circle any descriptors you feel apply to you. Add any descriptors you wish that are not included.

2. Give an uncircled copy of this form to a trusted co-worker or friend. Have them put a box around the words they would use to describe you.

3. Compare the two forms. Think about how you see yourself and how others see you.

NOTE: This activity may also be used with a group of older school-agers. Give children opportunities to discuss their findings as a group.

flexible creative abstract dependent
arrogant impatient
exciting loving helpful
prepared co-operative
sarcastic Closed fair aloof positive able
well-mannered demanding Stiff patient friendly
alone stuffy silly
Spontaneous rigid fluid quiet
Knowledgeable insecure
caring
powerful
Structured happy fun narrow-minded
lazy unfriendly
late
Clumsy delightful aware

DIRECTOR'S CORNER

ERROR: The Nov.-Dec. issue contained an information error in the article on "Special Needs Children". Rather than "triggering a coma" the following should have read, "The parent of the diabetic child lives with the possibility of a late pick-up and late dinner triggering a severe insulin reaction that could lead to unconsciousness." The editor apologizes for the misinterpretation.

OOPS! The correct PO Box # appears here corrected from the following from the Nov.-Dec. issue: "Information on raising money through Book Fairs and an excellent catalog available from:

Gryphon House
PO Box 217
Mt. Rainier, MD 20712
(800-638-0928)"

EMPLOYER-SUPPORTED CHILD CARE article postponed to March-April issue. However, related resource list is available now by sending self-addressed stamped envelope to School Age NOTES.

April 13, 1982 All day seminar "Workshop on School-Age Child Care" Atlanta, GA
April 14-16 Family Day Care Technical Assistance Conference Atlanta, GA
Contact: Save the Children, Suite 209
1182 West Peachtree St., N.W.
Atlanta, GA 30309 Tel.-404-885-1578

NOTE: As we go to press the weather across the country -- floods, minus 0 temperatures, record snow, mud slides -- has created at least indoor play situations if not closed school days. We refer you to the "All Day Programming" ideas in the Nov.-Dec.'80 and Jan-Feb '81 issues of *School Age NOTES* available in BOUND VOLUME I - - See Below

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RESOURCES RESOURCES

SELF-CONCEPT BOOKS

Written by Jack Canfield and Harold C. Wells, 100 Ways To Enhance Self-Concept in the Classroom is a must for anyone caring for school-age children. It is "chock full" of specific ideas that can quickly and easily be used in your program. These activities help children to be more aware of who they are, what they think, feel,and value, and to appreciate themselves as unique worthwhile persons. This in turn helps them to appreciate and accept other people. Available thru: Prentice-Hall, Inc., Englewood Cliffs, New Jersey. Check your local bookstore for ordering information. Also check your public library.

Self Concept Source Book, edited by Dr. Dov Peretz Elkins gives excellent information about self-concept. It contains writings by Carl Rogers, Virginia Satir, Dorothy Briggs, and Eric Fromm. This resource provides a concise but comprehensive look at self-concept and it's relationship to behavior, education and success. It also includes twenty pages of self-awareness activities.

Available thru:
Growth Associates
Human Relations Publishers and Consultants
P.O. Box 8429
Rochester, NY 14618 (716)244-1225

IDEA FOR CONSERVING SCARCE RESOURCE DOLLARS: Find one or two other child care programs that would be willing to trade on a loan basis various activity books etc. (maybe you could even swap for a week games or equipment such as hollow blocks).

* * *

School Age NOTES

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Self-Concept Resources

March
April
1982
Vol. II No.4

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FEATURE

EMPLOYER SUPPORTED CHILD CARE: IMPLICATIONS FOR SCHOOL-AGE CHILD CARE

There has been a recent "explosion" of interest and materials related to corporate involvement with employees and their child care arrangements. Every child care related publication has carried at least one if not several articles on the subject. Local and national press and T.V. have taken an interest as well.

Proprietary companies have developed packaged programs to offer industry from vendor systems (company pays % of employee slots) to on-site or off-site development of a center for the company. This appeals to business because they feel they do not need to become experts in the different facets of child care needs and services.

What is it?

Employer supported child care is generally thought of as one of four primary models:

On-site/off-site center - Child care is sponsored directly by one employer or a consortium of businesses at or near the place of work - can be administered by the company, by an independent group i.e. parents or by a proprietary center

Vendor System - The company purchases slots in existing programs guaranteeing availability of space for its employees who then reimburse the company at full or partial cost.

Voucher System - The parents use the child care they choose to and submit a company voucher for a given amount to the program which then bills the company for the part it subsidizes.

Information and Referral - A service that matches request by parents for care with what is available in community.

However, for this article's purposes we will use a very broad definition of employer supported child care which is employers helping working parents with their child care responsibilities. Many of you have been involved with this without knowing it. Do you have any companies that supply you with recyclable materials? Do you let personnel offices know about your services? Donations of materials and letting employees know what child care services are available are ways employers can support child care.

How Can Employers Help Your After School Program?

School-age programs pose unique situations for companies wanting to support such care for their employees. Because employees' children usually go to schools near where they live it is not practical tohave them bused each afternoon from all over town to one center near the workplace. Although a few companies and hospitals are doing this when schools are nearby.

Summer programs for employees' children have been the most frequent and touted service for school-agers. Yet, the most practical and viable system, voucher, is not being used.

What else might companies be willing to do? (After all, one Boston company has given $100,000 to help local child care programs - - they value child care!)

Direct money contributions are always the nicest but don't overlook the other ways companies can help.

-Donated services from companies in such fields as insurance, accounting, or maintenance

-Financial management and marketing advice including surveying employees to find out specific after school care needs and wants

-Used or excess supplies and equipment (including such things as office machines, furniture,desks and general office supplies)

-Contacts and connections for approaching other companies regarding fundraising or their specific child care needs - - this assistance can be introductions, recommendations or service on boards or fundraising committees.

Sell employers on why it would be to their advantage to reserve after school slots in your program (vendor system) or to financially assist employees' ability to use such care (voucher system). Note the following selling point.

Mickey Seltzer has referred to the "3:00 Syndrome" where in offices all across the country mothers are on the phone checking on their school-agers home alone. Point out the loss of company time - - after school programs increase productivity (less worry and time on the phone) and decrease absentism due to half day or all day school closings.

★Further explanations of corporate benefits from child care and alternate ways to be involved are in the resources on Employer Supported Child Care Resource List newly revised (3rd time in 6 months) FREE from School Age NOTES - Send STAMPED self-addressed envelope with the words "Employer Child Care" on outside envelope.

It is critical that you do your "homework" before rushing off to neighborhood employers. Besides the resources related to employers and child care the following is invaluable if you are serious in approaching companies and dealing with the world of business. The Art of Winning Corporate Grants by Howard Hillman (180 pp, $15.25) Public Service Materials Center, 111 North Central Ave., Hartsdale, NY 10530 (914) 949-2242

Gwen Morgan's article in Day Care and Early Education (see RESOURCES back page) is directed toward employers but provides introduction for newly interested early childhood educators - gives perspective of company approach to child care issue. It is one of those "if you could read only one article" articles.

CONFERENCE

"Government plus Industry plus Child Care"
How to do it

May 12-14, 1982
University of Central Florida, Orlando, FL
Registration Fee $100
Special housing/motel arrangements avail.

Contact: College of Extended Studies
Univ. of Central Florida
Orlando, FL 32816
(305) 275-2123

ACTIVITIES

THE NAME GAME CHARADES STYLE

by Bonnie Johnson

Although credit was not given in the last issue, all articles in the Jan/Feb issue related to self-concept were written by Bonnie Johnson.

The following relates a recent experience Bonnie had with adapting an adult "ice-breaker" technique to use with children.

I tried this activity with a group of school-agers that I know well. I was not sure how successful it would be but gave it a try anyway. I have used this activity (minus the charades) with adults as an "ice-breaker" for group meetings and workshops. It always has been enjoyed and enlightening.

Name People They Like---At my suggestion, the school-agers started naming people they liked. Most of them named their mother, father, grandmother, good friend.

Importance of Liking Ourselves---One 6 year old mentioned himself! Good start! After this, I talked about liking ourselves, how each of us is important and unique.

Think of Something They Like or are Good at Doing---Directions were then given to think of something they liked to do or were good at doing.

Act It Out (Charades)---Next they were told that each person would get a chance to act this out and have us guess what they liked to do or were good at doing. I started first. After they guessed mine, each child who wanted to, acted his/her charade while the rest of us guessed. Two of the children even stumped us!

Success---My original plans called for each child to "charade" once. To my happy surprise I could hardly get the kids to stop! Each child kept asking to "charade" their good thing and let the rest of us guess. I think half of the interest was a chance to be a "ham" and other half chance to "make a statement about themselves".

If you're interested in an activity that you can do without much planning, using no materials, exciting to kids, and great for their self-esteem this is for you.

ADAPTED from: 100 Ways to Enhance Self-Concept in the Classroom by Jack Canfield and Harold C. Wells.

TIPS FOR SUCCESS

1. Demonstrate your "Charade" first. Children will understand more clearly what's expected once they've seen it in action.

2. Applaud each charade after its identity has been revealed.

3. Allow children to participate as observers. Shy children often will join in once the pressure is off.

4. Set ground rules that no one "puts down" what anyone else says or does. (Remember there are egos at stake.)

FOLLOW-UP SUGGESTIONS

1. Have children bring in home pictures of what they like or are good at doing. Children also enjoy drawing themselves or their friends doing their favorite thing. (Magazines may be used as a good resource; however, I have never seen a magazine picture of an adult playing kickball.

2. Help the children make a list of things they would like to be good at or to try. This will help you in planning your program.

DEVELOPMENTAL NOTES

"I HATE YOU!" "YOU DON'T CARE ABOUT ME!"

Sound familiar? It doesn't take long in a school-age program before a caregiver is exposed to such outbursts. (Parents also are no strangers to "I hate you, Mommy!")

Why does this happen? How can a child be so positive toward you one minute and turn around and accuse you of not caring the next minute?

Two common reasons for such outbursts are:

1. Anger (which is frustration or hurt) - They weren't chosen to do something special or you told them they couldn't play with something. They didn't get what they wanted. They feel powerless. One way they can regain some power is to hurt you or put you on the defensive. One positive aspect is that at least they directed their feelings toward the person who frustrated them rather than at someone else ("kicking the dog" syndrome).

2. Reassurance - They may be feeling worthless or that no one wants to play with them or be their friend. (This is similar to "I'm dumb; I can't do anything.") They need to know: Yes, they are loved. Yes, someone really cares about them. Yes, someone is willing to go out of their way for them.

Developmentally, the worth of a school-ager is directly related to what they do, how well they perform, and what they can accomplish. They view the world in good/bad, either/or terms often based on a situation-to-situation basis. Thus in their eyes they are failures if they lose today even if they have had a string of successes previously.

Although they have moved beyond total egocentricity, their view of situations remains primarily self-centered. Thus the school-ager is more likely to determine like or dislike of a peer or adult in context with the situation. The child who was not considered a friend before suddenly is a best friend now that they have a home video game. The adult who spent quality time with them all day yesterday is now hated for spending time with someone else today.

Another ego is involved in this beside the child's - the ego of the adult who receives the tirade. As a caregiver you think you are doing everything you can. You are. But self-doubt is always there. Maybe I should have made a home visit or taken more time with the child last week. Have I failed in establishing a relationship of trust with this child?

WHAT CAN YOU DO?

FOR ADULTS

-Realize such outbursts are not uncommon and be aware of how situation-based a child's mood and preferences can be.

-Understand that "I hate you, you don't care about me", is not a reflection on you or the kind of care you are providing.

FOR SCHOOL-AGERS

-Actively listen to their hurt and disappointment. Help them identify what they are feeling, for example, "You are angry that you weren't chosen this time to go to the store."

-Provide reassurance by pointing out things you have done because you care for them. This helps to positively refocus them to increase their awareness of the many things you have done and helps them to develop a perspective beyond this one conflict.

-Provide positive avenues for gaining power. Guide them to something they have been successful at before.

-Provide opportunities to experience success and caring by others. (See ACTIVITIES for a game that helps them think about themselves positively.)

-Help them to think through other ways to attain a frustrated goal. Brainstorm ideas together.

★ FREE "After School Information" is a 4-page handout we have used in workshops and you may have seen advertised in our promotional materials. It is material from past issues including the Needs of the School-Age Child in Day Care. For a copy, send a STAMPED self-addressed envelope with the words "After School Information"written on the outside envelope.

CONFLICT RESOLUTION

MANAGING SURFACE BEHAVIORS PART III

Seven year Joshua sticks out his tongue, turns his hands into waving ears, and crosses his eyes; six year old Sally giggles; nine year old Andy makes his best face; more giggles. "After I spent all that time planning this art activity," thinks Mary, "and Josh is about to ruin it."

Managing surfaces behaviors - funny faces, giggles, as well as the usual pinching, punching, pushing, challenges the most resourceful and patient caregiver especially when you're watching your well-laid plans go up in smoke.

Long and Newman discuss four major methods of management: permitting, tolerating, interfering, and preventive planning. Part III will discuss one interfering technique, tension decontamination.

Tension Decontamination Through Humor

This approach injects humor into a tension-filled situation. In a tense atmosphere, humor can convey to the children that the caregiver is human and at the same time has the situation under control.

Judy, the caregiver, walks into the room to find Jason emulating her walk - to the delight of six other children. When the children see Judy, everyone stops and the tension builds. Injecting a little humor, Judy says, "Jason - you've almost got it."

Then she precedes to demonstrate a very exaggerated form of her own walk. Everyone laughs the tension drops. Judy could have chosen other ways of dealing with the situation - punishing, yelling, shaming, but instead she choose a means that revealed her humanness, her sense of security with her own worth and that she still had the situation under control.

Many tense filled moments occur in any school-age program. Humor applied at the right moment can dispel the tension and allow the group to regroup and start over.

A Word Of CAUTION

NEVER use humor to belittle or "make fun" of a child. We can "poke fun" at ourselves or the situation but NOT the CHILD.

Part III is adapted grom "Managing Surface Behaviors in Children in School" by Nicholas J. Long and Ruth G. Newman, which was based on the work of Fritz Redl and appeared in Conflict in the Classroom: The Education of Emotionally Disturbed CHildren.

ADMINISTRATIVE NOTES

RESOURCES......RESOURCES......RESOURCES......RESOURCES......RESOURCES......RESOURCES......

•• WEEKLONG WORKSHOP ON CHILD CARE ADMINISTRATION

June 13-18, 1982 at Berea College, Berea, Kentucky

August 15-20 in Dickinson, Texas

This is one of the best and least expensive opportunities for child care directors, administrators, etc. for an intensive weeklong course on child care administration.

Topics covered include: Legal Issues... Motivation and Supervision of Staff...Developing Communication Skills...Personnel Laws...Managing the Problem Employee... Leadership Styles and Decision-Making... Employee Evaluation...Financial Management...Parent/Caregiver Relationships... Changing Trends in the Child Care World.

Registration $160, Inexpensive room and board available.

For more information contact:
The Child Care Support Center
Save the Children
1182 West Peachtree St. N. W.
Suite 209
Atlanta, GA 30309
(404) 885-1578

•• ARTICLES APPEARING RECENTLY

After School Care

Boston Globe Oct. 11, 1981 and Nov. 8, 1981

The American School Board Journal, Oct. 1981

Report on Preschool Education Oct. 20, 1981

Parents' Magazine, Oct., 1981

Day Care And Child Development, Nov. 11, 1981

Education Times, Nov. 30, 1981

Day Care and Early Education, Fall 1981
See RESOURCES (back page)

Hartford Courant, Jan. 24, 1982

The Miami Herald, April 1, 1982

New York TIMES, Sunday April 4, 1982

"Latchkey" Children

Essence,Oct. 1981

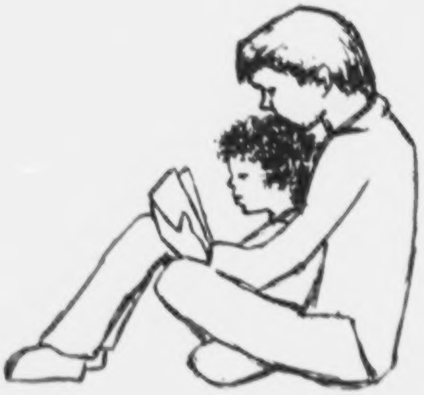
Woman's Day, Jan. 12, 1982

Instructor, May 1982

Working Mothers, May 1982

•• ART WORK AVAILABLE

The next time you need drawings to enhance your brochure, newsletter, etc. consider the multi-cultural, non-sexist drawings by Annette Shaw. For more information contact her c/o School Age NOTES, P.O. Box 120674, Nashville, TN 37212



DIRECTOR'S CORNER

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Free resource and beginners guide - "A Source Book" is the unique catalog of the Grantsmanship Center. Sandwiched between publications and courses available are valuable short pieces "Proposal Writing" - "Foundation Facts" - "The Corporate Sector" (The different kinds of assistance and contributions).
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111 N. Central Ave.
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FOR YOUR PARENTS

Handicapped Children - FREE Newsletter and information available from:
The Parents' Campaign for Handicapped Children and Youth
1201 16th St. N.W.
Washington, DC 20036

TV and Children - FREE brochure "Children and Television: What Parents Can Do". Send Stamped, self-addressed, business size envelope to:
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700 North Rush St.
Chicago, IL 60611

"Dennis the Menace" copes with family stress. In the new 16 page comic book the famous cartoon character gives helpful hints to parents on how to deal with family situations that sometime lead to child abuse.

Single FREE copies of "Coping with Family Stress" available in English or Spanish from:

National Center on Child Abuse and Neglect
P.O. Box 1182
Washington, DC 20013

ATT: Dennis the Menace

RECYCLE YOUR WORKSHOP PROPOSALS

We understand many of you submitted workshop proposals on school-age child care for the NAEYC conference in Washington, DC Nov. 11-14, 1982.

We have heard from some of you whose proposals were not accepted and suspect that more proposals were submitted than could be accommodated on the program. (The proposals we saw were excellent.)

A Pre-Conference Session on School-Age Child Care is scheduled. The planners are looking for ideas and people resources. Why not send a copy of your NAEYC proposal and express your interest in this session to the Wellesley School-Age Project, which is assisting in the planning.

If you are interested but don't have a workshop proposal to "recycle" why not drop a note with your ideas to share or issues you'd like to see addressed.

Send to: Mickey Seltzer
Wellesley School-Age
Child Care Project
828 Washington St.
Wellesley, MA 02181
(617) 431-1453

RESOURCES RESOURCES

CONFERENCE

"School-Age Child Care: Community Solutions", Boston - May 27-28, 1982

Designed for those interested in addressing the need for child care for school-age children. Geared for school personnel, community agency directors, consumer groups (League of Women Voters, Junior League etc.), parents. Will deal with issues such as assessing need, approaching school systems, overview of different administrative models i.e. family day care, school partnership etc.

For further information contact.
Andi Genser
Wellesley School-age Child Care Project
828 Washington St.
Wellesley, MA 02181
(617) 431-1453

THREE-IN-ONE

The Fall 1981 issue of Day Care and Early Education has three relevant articles:

1. "Play as Education in School-Age Day Care Programs", by Bernie Zubrowski.

2. "Help for Employers Considering Child Care",by Gwen Morgan.

3. "A Hospital-Based Family Day Care Network",by Yolanda Torres.
Single copies of this issue available @$5.00 individuals, $10.00 institution.

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"I hate you!"

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Resources for Administrators and Directors

Conferences

School Age NOTES

The Newsletter for School Age Child Care Workers and Administrators

P. O. Box 120674 • Nashville, TN 37212 • Phone (615) 292-4957

EMPLOYER SUPPORTED CHILD CARE RESOURCES

Helping Working Parents: Child Care Options for Business 10 pages Best summary of options, benefits, problems/considerations, and tax incentives that is available.	Single copies free from: Florence Glasser, Policy Advisor North Carolina Dept. of Administration 116 West Jones St. Raleigh, NC 27611
Employer Sponsored Child Care: Policy discussions, recommendations, & bibliography 53 pages Single copies free	Governor's Advisory Committee on Child Development Programs 1600 Ninth St. Room 105 Sacramento, CA 95814
Employer Sponsored Child Care: Four issue papers covering Designing Successful Systems, Economic Incentives, Parent Choice and Involvement, & Child Health and Child Care 76 pages $3.00	$3.00 Address above
On-Site Day Care: The State of the Art and Models Development 84 pages, Bibliography 20 pages $10.00	Molly Hardy, Executive Director Empire State Day Care Services Empire State Plaza Agency Bldg. #2, 12th Floor Albany, NY 12223
Tax Incentives for Employer-Sponsored Day Care Programs 24 pages $2.00 Other related pamphlets available ask for publication list.	Bay Area Child Care Law Project 9 First St. (at Market) Suite 803 San Francisco, CA 94105
* * New national project collecting data, resources and acting as national clearing house and network for employer-supported child care.	Kay Clark Child Care Information Services 363 East Villa Pasadena, CA 91101 (213) 796-4341
Employers and Child Care: Establishing Services Through the Workplace Pamphlet 23, January 1981 90 pages Single copies free	U.S. Department of Labor Office of the Secretary Women's Bureau Washington, DC 20210

NOTE: Our initial list on front page still stands as the best beginner's guide both for the information offered and cost. The following are for those wanting more comprehensive information.

*Employer Child Care - Reprint #9 (16 pages,$2.50)from Child Care Information Exchange, C-44, Redmond, WA 98052, (206) 882-1066 - - - Excellent follow-up article in the July-August 1981 issue - Back issues are $2.50

*"Help for Employers Considering Child Care" by Gwen Morgan - Directed toward employers but provides introduction for newly interested early childhood educators - gives perspective of company approach to child care issue. It is one of those "if you could read only one article" articles. Read on for order info.

*"A Hospital-Based Family Day Care Network" by Yolanda Torres This article, Gwen Morgan's article, and one titled "Play as Education in School-Age Day Care Programs" are all in the Fall 1981 issue of Day Care and Early Education @ $5 individuals, $10 institutions - Contact: Circulation Dept., Human Science Press, 72 Fifth Ave., New York, NY 10011 - (212) 243-6000

*"Child Care: In the Boss's Best Interest?" one of four articles in Who Cares for the Children? by Curtis Sitomer An excellent series of articles during 1981 in the Christian Science Monitor with a heavy emphasis on after school care covering a wide scope of problems and solutions related to "latchkey" children. - 11 tabloid size pages, $4.50 for 1 copy $1.50 for each additional copy. Contact: Reprint Services, Christian Science Monitor, 1 Norway St Boston, MA 02115, (800-225-7090 ext. 2123)

*Employer-Sponsored Child Care: A Compendium of Information Part I & II While this is the most expensive resource per page, it also is packed with a collection of "insiders" tips and information. For those serious about approaching businesses either for their programs or as independent consultants, it is worth the money. (16 pages, $15) Day Care USA, 1406 Fenwick Lane, Silver Spring, MD 20910, (301) 589-8875

*The Art of Winning Corporate Grants by Howard Hillman (180 pages, $15.25) While not about child care, this is an invaluable guide set out in easy-to-read keys and steps for approaching companies and dealing with the world of business. Public Service Materials Center, 111 North Central Ave, Hartsdale, N.Y. 10530 - (914) 949-2242

*New Management Initiatives for Working Parents: Reports from an April 1981 Conference Edited by Clifford Baden and Dana E. Friedman, (208 pages, $11) This conference was directed toward employers. Options and examples are given.
*Work and Family: An Annotated Bibliography 1978-80 (72 pages, $4.50) Both available from Wheelock College mail orders to: Office of Continuing Education, Wheelock College, 200 The Riverway, Boston, MA 02215

We have not had an opportunity to review the following:

*Child Care Handbook has sections on both employer supported child care and school-age child care. (132 pages,$7.50) Children's Defense Fund, 1520 New Hampshire Ave, N.W., Washington DC, 20036 (202) 483-1470

*Industry and Child Care Resource Bank has annotated bibliography with over 800 materials related to child care. ($10) - ICCRB, Boulder Child Care Support Center, 2160 Spruce, Box 791, Boulder, CO, (303) 441-3180

*Business and Child Care Handbook by the Business and Child Care Project of the Greater Minneapolis Day Care Assoc. ($9.25 includes postage) contact them at: 1006 W. Lake St., Minneapolis MN 55408 - (612) 871-3103

*Corporate Options for Day Care (50 pages, $15)-*our review determined much of content available elsewhere free*
*Tax Incentives for Employer-Sponsored Day Care Programs (34 pages, $5.00) includes tax law changes from the 1981 Congress - Both resources available from: Texas Institute for Families, 11311 Richmond, L-107, Houston 77082 (713) 497-8719

*Nexus - newsletter from Business & Child Care Project, Greater Minneapolis Day Care Assoc., 1006 W. Lake St., Minneapolis MN 55408 - (612) 871-3103 (Contact them for further details)

*"Network for Employer-Supported Topics (NEST)" for those interested in consulting in this area - Contact: Sandy Burud at Child Care Informaion Services, 363 East Villa, Pasadena, CA 91101 (213) 796-4341

May
June
1982
Vol. II No. 5

School Age NOTES

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FEATURE

TIPS ON SUMMER PROGRAMMING

MAKE SUMMER PROGRAM DIFFERENT THAN AFTER SCHOOL PROGRAM

If most of your summer school-agers are also with you afternoons during the school year, then make the summer program as different from the rest of the year as possible. Since you may have the same kids each year, try to eliminate old and repetitive activities (unless requested by children because they are favorites).

DAY CAMP TYPE EXPERIENCES

One technique for making summer different is to create a program similar to a day camp with camp-like activities.

1. Set up a tent on the playground (you can even set up a tent inside - a blanket or sheet over a stretched rope will do).

   Remember kids like small places to crawl into:

   - It gives them the feeling of privacy if alone and the feeling of belonging (like a club) if with others.
   - It gives them a feeling of less children in the room or that particular area - this contributes to a decrease in "territorial tension". (SEE CONFLICT RESOLUTION)

2. Create a badge program or activity classes

   -Use Scout books for ideas on this.

3. Kids and cooking

   Have children think of the kinds of food they would have if they were camping. How can you provide similar experiences? (A hot dog and marshmellow roast over a charcoal grill???)

4. Swimming and water experiences

   If you can't arrange any swimming opportunities (local community pools often will let groups in before their regular hours), you can always resort to the hose or sprinkler. More innovative ideas are: water slidding on large plastic sheet anchored down over grassy area - bathtub from salvage yard for outside water play (they can even climb in it!) - go for a creek walk...look for crawdads, frogs, snails, minnows, etc.

5. Open-ended activities, experiences, and time upon which further exploration and interest can be built. (This includes time to be alone or time to just "do nothing".)

EXAMPLES

Open-ended activities - cooking, reading, stitchery, woodworking, dramatic play using props such as old clothes, make-up and cardboard boxes.

Open-ended experiences - Pets - try some unusual pets - e.g. snakes, insects..... Trips to parks - make a list of all things that are: living, made of wood, made of metal, all things that are red, yellow, blue, etc......Invite people with specific skills to the program to talk about and demonstrate their skills - crafts people, artists, different occupations.

Open-ended time - Free time structured by a wide range of materials and equipment to explore and build with.

6. A quiet time or rest time (but not nap time) should also be planned for. The younger children (and sometimes older ones) will use it to sleep while the older children can read or play quiet games on the floor.

SUGGESTION FOR REST TIME.....The Eakin Care Program (Nashville,TN) uses this time for the children interested in keeping a summer diary to write the events of the day and their feelings about them. The younger children can draw a picture diary. Also a summer reading contest can contribute to keeping "quiet time" quiet!

READINESS CHECK LIST FOR SUMMER

___Brainstorm goals both individual and group goals for your children.

___Contact local parks, museums, tourist attractions, swimming areas, etc. for information on what's available, when, costs and any discounts for groups.

___Sit down with children and ask them what they want to do.

___Plan one or several themes for the summer to help add continuity to planning and activities.

___Send out a newsletter to parents to announce what the summer program will be like, special themes, events, trips, etc.

___Notify parents about any extra fees for field trips, materials, etc.

___If sack lunches will be necessary, let parents know what, when, and some ideas on appropriate items to include and those to keep at home e.g. bottles, perishables.

___First-aid box is re-supplied.

___Develop traveling first-aid kit for trips, walks to the park, etc.

___Brief staff on emergency procedures including accidents & injuries, transportation breakdowns, lost children, late arrivals for trips, etc.

___Update all emergency phone numbers both for emergency services and for parents, staff, and director. Keep copy of list in the traveling first-aid kit.

___Update all medical information on children such as allergies - especially to bee stings, etc. plus allergies to medicines. Duplicate this information and keep in traveling first-aid kit.

___Explain emergency procedures (e.g. fire drill) and day-to-day summer procedures to all the children. Make sure new kids are aware of all regular rules and procedures.

ACTIVITIES

The following chart* is one way a program can plan for the summer. Goals can be set.... Themes can be created....Activities, trips, and events related to the themes can be planned....Books and films related to these can be borrowed from the library.

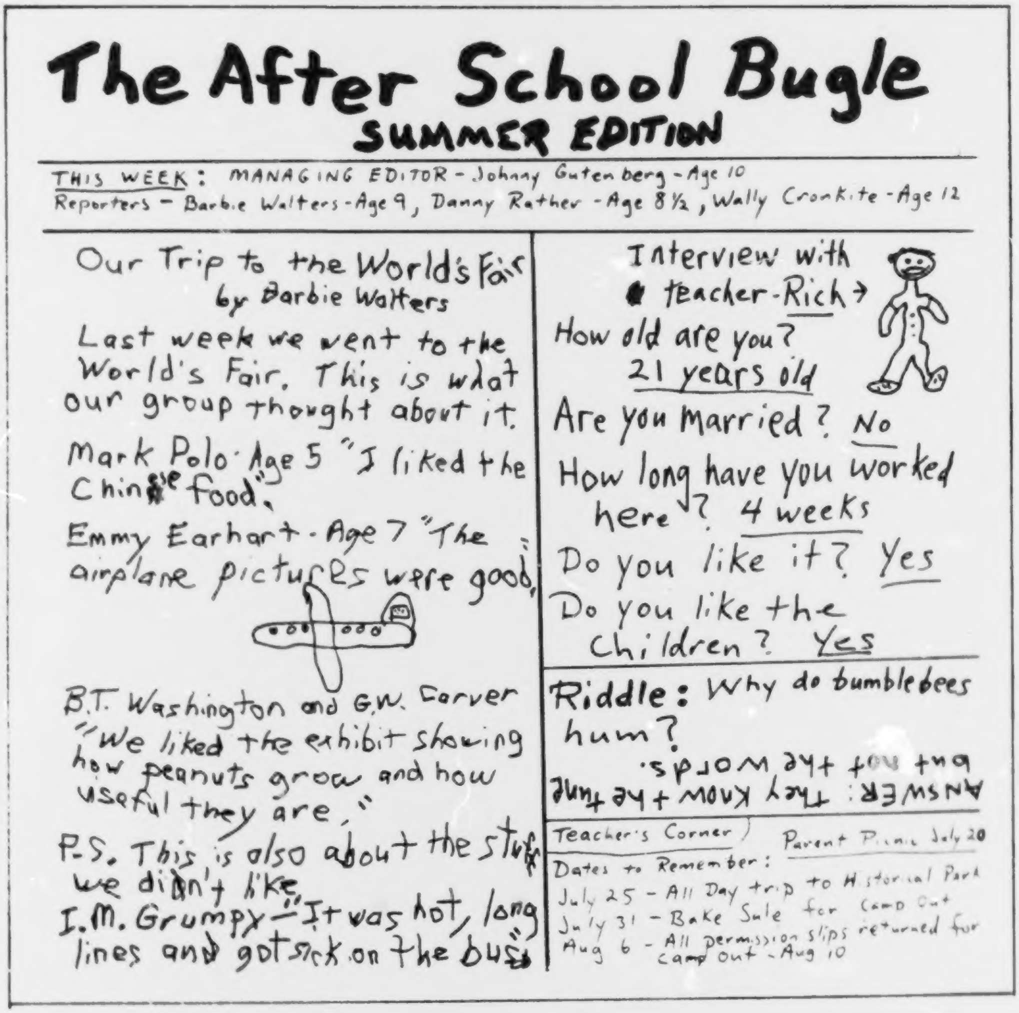
Summer Theme	MY ENVIRONMENT		
3 week units	Earth	Air	Water
Goals	DEVELOPMENTALLY RELATED GOALS -Expand children's world beyond the home, school and day care community. -Develop a sense of comfort and security with outdoor play. -Provide opportunities to work with real tools, sometimes in play, sometimes in the purposeful pursuits of the real world of work. -Develop individual and group responsibilities. -Experience learning to handle both success and failure - appropriate risk-taking.		
Trips	Museums Nature trails Horseback riding Dairy/Farm Caving	Airport Museum/Planetarium Weather Station	Water Treatment Plant Swimming Lake/Creek/Beach Walks Ice Plant
Activ-ities	Sandcasting Gardening Bottle Gardens Scavenger Hunt (leaves, rocks etc.)	Kites and Planes Space Ship Building Mobiles Chimes	Fish Prints Water Play Sail Boats Boat Building Ice Cream Making
Related Themes	Plants Ecology Geography	Weather - Wind Air Travel - Space Science Fiction	Travel Water Animals Water Conservation
Special Events	Liter Patrol (Regular Event)	Balloon Launch	Scuba Diving instructor as a special guest to the program
Other	End of Summer Camp-out & Family Picnic	Clean Air Fair	Water Carnival

NOTE: The purpose of a theme is to add continuity to the activities and explorations of the children. However, maintenance of the theme should not become overriding to the point where individual needs and interests are overlooked and not used in planning. Remember that summer days are long for kids in day care. They need time to"do nothing" or pursue their own interests from available materials and opportunities you provide.

*Adapted from the ideas of Cheryl McBride & Cindy Safdie, Eakin Care Program, Nashville, Tn

NEWSLETTERS: FUN, LEARNING, AND PARENT COMMUNICATION

A weekly or bi-weekly newsletter during the summer prepared by the children can be an exciting activity and a learning experience. It also can serve to communicate to parents both important dates and give them a sense of what their children are doing this summer (or during the school year).



The After School Bugle

SUMMER EDITION

THIS WEEK: MANAGING EDITOR - Johnny Gutenberg - Age 10
Reporters - Barbie Walters - Age 9, Danny Rather - Age 8½, Wally Cronkite - Age 12

Our Trip to the World's Fair
by Barbie Walters

Last week we went to the World's Fair. This is what our group thought about it.

Mark Polo - Age 5 "I liked the Chinese food".

Emmy Earhart - Age 7 "The airplane pictures were good."

B.T. Washington and G.W. Carver "We liked the exhibit showing how peanuts grow and how useful they are."

P.S. This is also about the stuff we didn't like.

I.M. Grumpy - "It was hot, long lines and got sick on the bus."

Interview with teacher - Rich →

How old are you? 21 years old

Are you married? No

How long have you worked here? 4 weeks

Do you like it? Yes

Do you like the Children? Yes

Riddle: Why do bumblebees hum?

ANSWER: They know the tune but not the words.

Teacher's Corner

Parent Picnic July 20

Dates to Remember:
July 25 - All Day trip to Historical Park
July 31 - Bake Sale for Camp Out
Aug 6 - All permission slips returned for camp out - Aug 10

HOW TO DO IT

- Older children can be reporters and scribes. (Handprinted newsletters with lots of the children's names and drawings are more likely to be read by parents than typed ones.)
- Younger children can contribute drawings and be interviewed.
- Adults should help with ideas on general lay out to keep it simple and attractive.
  - -Use lines to separate sections
  - -Leave white space on edges and between sections.

- Ideas include interviews, surveys, jokes, survey forms for parents can be made up. (Questions for the parents such as "What did you like to do most when you were in elementary school?" "What did you do for fun?" etc.) Also encourage parent participation through ideas such as a Parent Corner - solicit summer recipes, ideas for vacations on a shoestring etc. This section can be typed in.

- Don't worry about errors, misspellings, lopsided drawings, and fingerprints. It is that kind of "cuteness" that makes parents and others read it. Of course your school-age editors might demand perfection.

- Printing it:
  - -1 or 2 sheets both sides printed will do (legal size paper helps because the drawings and printing take up space.)
  - -Mimeograph and Gestetner machines are in many agencies - see if you can use it if you provide the paper. Some areas have very low cost (4¢/copy) quick copy shops. Also see if businesses want to donate copying as a contribution.
  - -Vary color of paper if possible.

- Take advantage of children's interest in money making projects by having them sell the newsletter (can help defray any costs).

- Related Ideas - Trips to printing companies and local newspapers

---Ideas contributed by "The City Road Kids" newsletter Madison, TN

CONFLICT RESOLUTION

DECREASING TERRITORIAL TENSION

"Get out of my space!"

LITERAL:
"You are sitting in my chair!"
FIGURATIVE:
"I need to be alone."

Ever have someone sit next to you on a bench or at a table when there were plenty of other spaces available? Made you feel as though your personal space was invaded and threatened and probably made you anxious. That's territorial tension.

We all walk around with our territorial space - zones that we protect plus we have areas that we feel are ours - not to be invaded without permission - pocketbooks, teachers' desks, etc.

Children develop the same territorial feelings - first about property - "It's mine!" tnen about space - "Get out of here!" and finally about time - "Leave me alone!" They will fight to protect their space and property.

**How can we decrease territorial tension to decrease arguing and fighting?

-Relieve overcrowding during snack, in lines, in the bathrooms, on the bus. Spread the kids out so they have more room.
-Have definite rules about respecting others personal belongings, cubby, desk. Ask permission before using or entering.
-Break up area into smaller spaces so that children feel as though there are less people in the room - use room dividers, bookshelves, hang drapes.
-If you have small rooms, adjoining hallways, sidewalks and other spill-over space, use it to lessen the number of people in one area and the noise level.
-Provide time and areas for individuals to be alone.

ADMINISTRATIVE NOTES

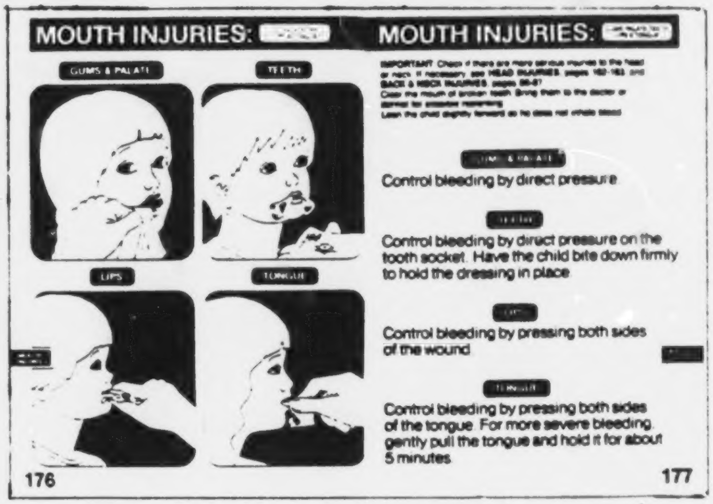
FIRST-AID INFORMATION RESOURCES

Accidents and injuries occur no matter how safe the environment. While most injuries are of the band-aid/piece-of-ice variety, anyone who has worked with school-age children for any length of time has been faced with more serious injuries.

FIRST-AID HANDBOOK

A Sigh of Relief: The Handbook for Childhood Emergencies by Martin Green. This is a welcome change in first-aid books. Its advantage over other such books is its emergency care section. It is designed for on the spot use. In case of emergency it can be picked-up and by one glance at the back cover and using the corresponding emergency tabs, flipped open to appropriate section. This is a big improvement over other books with indexes or table of contents that have small print and are time consuming to use during an emergency. It has LARGE, LARGE print (1/4 inch high) with only 2 to 4 simple directions on a page. The opposite page has clear step-by-step illustrations.

Its section on safety (in normal print) is well layed out and covers such topics as safety at home, at school, with bicycles, on playgrounds and with toys. It has a slick coated, colored drug identification section showing what the common pills and drugs that are abused look like as well as their effects and treatment for overdose. The "Childhood Illnesses" chart is easy-to-follow and outlines symptoms, incubation period, duration, communicability (this is very useful for child care programs), treatment (the book was written with parents in mind), and special precautions. The one drawback is it does not cover simple cuts and scrapes.



GUMS & PALATE

Control bleeding by direct pressure

TEETH

Control bleeding by direct pressure on the tooth socket. Have the child bite down firmly to hold the dressing in place

LIPS

Control bleeding by pressing both sides of the wound

TONGUE

Control bleeding by pressing both sides of the tongue. For more severe bleeding gently pull the tongue and hold it for about 5 minutes

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ACTIVITY BOOK?

An Activity Book? Huh? While a copy of Sigh of Relief should be easily accessible in all child care programs, it also may be of interest to the children for two reasons. The first is developmental. School-age children often have a pre-occupation with medical matters. Remember the concrete, logical minds of 7 to 12 year olds are connecting dangerous play with possible accidents and connecting sickness with possible serious medical problems even death. Hence, they are unsure of their safety and are constantly looking for reassurance.

Playing hospital is one way of working through their fears. Because of its large print, simple directions and clear illustrations, this book can be used by children in their hospital/emergency room play.

The second reason it would interest kids is for the older children and their school classes on Health and Safety. Maybe the after school program could set up a mini-course on first-aid as an interest group a couple times a week.

*Sigh of Relief (200 pages) $10.95 plus $1.50 shipping & handling ($16.60 postpaid Canadian Funds) Available from School Age NOTES PO Box 120674, Nashville, TN 37212.

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*FREE PARENT HANDOUT "Bites & Stings: Coping with Insects" In U.S. send stamped self-addressed envelope to School Age NOTES. Write "Bites & Stings" on outside envelope. (Canadian & Foreign subscribers send self-addressed envelope)

DIRECTOR'S CORNER

SOME THOUGHTS RELATED TO EMPLOYER-SUPPORTED CHILD CARE

These comments by an executive of a leading Nashville company are appropriate for any venture where the business community is to be approached whether it is fund raising or child care.

* INNER BUSINESS CIRCLE - In every community there are certain buisness people generally CEO's (Chief Executive Officers) of large companies who can affect change rapidly because of the power they represent. These are the people to reach when large projects are planned.

* PREPARING AND PRESENTING YOUR PROPOSAL

-Have help from business people putting it into business language and eliminating child care/social service jargon.

-Approach from business point of view. (Can even be specific to a particular company's needs and past history of giving, interest, or involvement.)

-Be slow to plan it out but when presented be definite on what you are requesting and don't waste an executive's time with a lot of history and preamble. There should be clarity of goals, needs, and what the next step is.

-Be clear on budget. Don't underbudget. If a large company likes an idea and wants to do it, they will spend money to get the job done right.

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YOU CAN HELP OTHERS INTERESTED IN AFTER SCHOOL CARE

BY LETTING THEM KNOW ABOUT SCHOOL AGE NOTES

★ We can send you brochures about School Age NOTES (indicate # needed on coupon below).

★ OR send us the names & addresses of those interested and we will forward the information to them.

★ FOR CONFERENCES AND WORKSHOPS WE CAN FURNISH DISPLAY COPIES AND INFORMATION ABOUT OUR OTHER RESOURCES

- -

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☐ Bound Volume I — September 1980-August 1981 .... $10.00

Subscription Rates
☐ 1 Year (six issues) $10.00
☐ 2 Years (twelve issues) $18.00

☐ Kids' America @ $9.45 (postpaid)

☐ Sigh of Relief @ $12.45 (postpaid)

Rush items checked. Enclosed is $_____

Name ______________________________

Program Name ______________________

Address ___________________________

City __________ State ________ Zip ________

___# of brochures about School Age NOTES

RESOURCES

REWARD

FREE 1 year subscription (or renewal) to School Age NOTES ($10 value) for articles from local or national newspapers/magazines on school-age child care, "latch-key children", or employer supported child care. First person to send a copy of the article receives reward - articles and winners announced each issue.

Articles that we don't have from the past six months are eligible. Make sure dates and names of publications are on any articles (or Xerox copies) sent.

START LOOKING FOR YOUR $10 REWARD TODAY!

RESOURCES

CONFERENCE

"KEYS TO QUALITY SCHOOL AGE CARE"

September 24-25, 1982·Rochester, Minnestoa

This conference, Friday evening and all day Saturday, will be geared specifically to the needs and concerns of school-age child care programs.

Special Presenters will include Andrea Genser, Wellesley School-Age Child Care Project, Boston, MA and Rich Scofield, Editor, School Age NOTES.

*Workshop proposals for presentation at this conference are being accepted at this time. For Presentation Proposal Information or Registration Information contact:

Child Care Resource & Referral Inc.
1312 - 7th St. NW Suite H
Rochester, MN 55901

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INSIDE

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Newsletters as an Activity

Decreasing Territorial Tension

First-Aid Info Resources

Reward Offered

BITES & STINGS

COPING WITH INSECTS

STINGS CAN BE SERIOUS......However, allergic reactions can now be controlled with a vaccine. Ask your doctor about the new vaccine made from the venom of five different insects (honeybee, yellow jacket, wasps, and two kinds of hornet). The vaccine was approved 3 years ago by the Food and Drug Administration and is 97% effective in preventing a severe reaction to the stings of these insects.

Symptoms of a bad reaction

-loss of consciousness
-drop in blood pressure
-breathing stops

Less severe reactions include:

-general swelling of the body
-shortness of breath and asthma
-swelling of upper airway or larynx
-nausea

***Generally the faster the reaction the more dangerous the sting.

Minor reactions

-local redness, swelling about an inch across, generally gone within 24 hours.

First-Aid for Minor Reactions - - - Bee sting - remove venom sac by scraping gently not squeezing (wasps, hornets and yellow jackets do not leave venom sacs) -wash with soap and water

Treatment for Minor Reactions - - - Over-the-counter medication such as chlorphenirmine (generic name) are available but not suitable for more severe reactions.

TICKS Prevention of Rocky Mountain Spotted Fever (RMSF) is accomplished by early and proper removal of tick on skin. If a tick is carrying RMSF it must feed 4-6 hours before the disease is transmitted. Thus......Inspect child immediately after playing in tick infested areas.

....Remove tick by gently pulling with tweezers or with fingers and tissue paper.
....If head remains attached treat with alcohol, body will naturally seal off that area.
....Should local infection occur see doctor.
....Initial symptoms of RMSF are high fever and aches followed by rash of spots that disappear when pressed - - CONTACT DOCTOR IMMEDIATELY IF RMSF SYMPTOMS DEVELOP

CHIGGER AND MOSQUITO BITES

Wash with soap and water - Treat with calamine lotion and other over-the-counter preparations to relieve itching.

Prevent stings by: -using commerical repellents in mosquito areas

-being aware that bees etc. are attracted by the following: ....floral patterns on clothing....perfumes....hair sprays....cleaning fish....eating outdoors
-wearing foot gear in grassy areas (bees are certain to sting barefeet if stepped on)

REFERENCES: A Sigh of Relief: The Handbook for Childhood Emergencies
"Insect Stings - What to do about them" U.S. NEWS & WORLD REPORT, May 11, 1981
Nashville Tel-Med tape on Rocky Mountain Spotted Fever

-provided courtesy of School Age NOTES

FOR PARENTS FOR PARENTS

TIPS FOR A SUCCESSFUL NEW SCHOOL YEAR

- Open the lines of communication with your child's teachers by introducing yourself either in person (if possible) or through a short note. Let them know you are interested in your child's progress and open to comments and suggestions from the school.

  Provide a quiet place with good lighting for your children to do homework.

- Set limits on use of TV/radio/stereo and stick with them. (Research has linked TV viewing with poor school performance.)

- Since you can't be home after school to greet your child and listen to the events of the day make sure there is time whether at the dinner table or on the drive home from after-school care to allow your child to discuss the days events. (It is important that children perceive the adult's willingness to listen.)

- Help your child learn good work habits. Time management experts tell adults to start with the hardest task first when your freshest and to reward yourself for completing such tasks. The same habits should be developed by children toward homework. Help them prioritize what needs to be done first when they get home - which chores and homework must be done before watching TV, etc. CAUTION - Remember all children need time to unwind and to be active each day.

- Help your child learn good study habits.

  The following method for studying has been taught for many years and is applicable to both young students and adult learners.

SQ3R SURVEY - QUESTION - READ - RECITE - REVIEW

SURVEY - Skim the assignment and material needed to complete the assignment. Get a feel for the "whole picture" not just the first question. Read paragraph headings and picture captions as well as any summaries.

QUESTION - For young grade children have them ask themselves "What is this assignment about?" "Is it practicing spelling words, practicing adding two digit numbers,etc.?" For older grade students with reading assignments or studying for a test, look at any guiding questions provided at the end of each chapter or by the teacher. This will help to focus on the important points when reading. If there are no questions provided use general guiding questions such as "What do I already know about this?";"What do I need to know?" and as the material is being read "What are the main ideas or messages in this material?"

READ - Keeping questions or assignment in mind, read all material thoroughly. Watch for parts related to questions or assignments, re-read these parts and make notes on them. For initial reading assignments take notes on the important ideas and facts. Look up unfamiliar words - use glossaries if provided.

RECITE - When the reading and note taking is finished, go back over the original questions used as a guide and over the answers found. Recite notes aloud.

REVIEW - Go back over headings - make sure main ideas are clear. For tests - review notes and questions. Re-read any unclear material as well as any summaries.

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FEATURE

SELF - CONCEPT PART II

Look at me. Please, see me
Not my clothes or stubby nails
Or homely face.
Open your heart, so you can see mine.
I do not ask you to agree with
Or understand all you see
For I don't even do that.
Just look at what is really there
And allow it to be.

Peg Hoddinott

Individuality and identity emerge from the deep levels of the self, from the resources and talents that exist in each of us to be formed and shaped into a particular being in the world.

It is these values which society should recognize, encourage, and affirm.

The self cannot develop unless there is freedom, choice, and responsibility, unless each person experiences his own senses and becomes an active force in life, free to choose and select, free to feel and express openly and honestly the nature of these feelings, free to identify with alive persons who encourage growth in individual identity, who value being for itself, and who can enable the person to engage himself and be committed to meaningful activity.

Clark E. Moustakas

TO THE ABOVE ON FREEDOM, CHOICE AND RESPONSIBILITY ADD THE FOLLOWING:

The Limits of Liberty
"...Liberty consists in the power of doing whatever does not injure another..." -Declaration of the Rights of Man and of the Citizen 1789

Source for material by Peg Hoddinott and Clark E. Monstakas, Finding Yourself, Finding Others, Clark E. Boustakas, Prentice-Hall 1974.

Jack Canfield (author of 100 Ways to Enhance Self-Concept in the Classroom) has identified three general areas essential to self-concept development.

- a sense of belonging
- a sense of competence
- a sense of worthwhileness

The following activities are adapted from Dov Peretz Elkins' Self Concept Sourcebook and geared to developing a sense of belonging, competence and worthwhileness.

SCHOOL-AGER OF THE WEEK

-Place the children's names in a box. Each week have a drawing of one name from the box. The name chosen is School-Ager of the Week. (With new children you may want to wait several weeks before putting their names in the box to allow the others to get to know them.)

-Rest of group state things they like about the person chosen. Make sure they understand only positive comments can be made and listed (set a limit of 5 to 10 concrete statements to keep the lists equal).

-Have each chosen child bring in a picture of themselves (or borrow a Polaroid and take a picture of each child at the beginning of the year).

-Post on bulletin board child's name, picture, and list of good qualities.

-If you have room make it a cumulative bulletin board - if not change each week.

-It may be necessary to have several discussions about what good qualities are including helping them to learn new words to describe positive traits.

-Calling special attention to the school-agers by having a School-Ager of the Week helps them to feel separate from the pre-schoolers (especially in family day care) and helps to reduce the stigmatization felt of being in a "baby place".

SUCCESS - A - DAY

At the end of each day have the children share with the rest of the group the successes they have experienced during the day either in school or in your program.

Help those that say they have had no successes to remember something positive they did and encourage others to point out for the child his/her successes.

Bringing the group together at the end of the afternoon before most start leaving can also serve as a calming down period before their parents pick them up.

TODAY I LEARNED...

How many times has a parent asked "What did you learn in school today?" and heard the reply "Nothing".

Just as "Success - A - Day" helps children focus on their successes "Today I Learned" helps them to recall the kinds of activities and experience they had both in school and in your program. It works the same as "Success - A - Day".

In fact both can be done during the same sharing period near the end of the day. The children may like having these learning experiences and successes written in their own journal/notebook - "All About Me".

For more on Self-Concept see January-February 1982 issue of School Age NOTES.

≷ CONFLICT RESOLUTION ≷

SETTING CONFLICT PREVENTION GOALS

In past issues we have discussed methods for "Managing Surface Behaviors". Future issues will continue this discussion since handling immediate conflict situations is necessary to keep a group functioning smoothly (or fairly smoothly). However, this is more of a "band-aid" approach than one of planned prevention.

One key to reducing conflict is to provide children (and adults) with techniques for preventing conflict situations from occurring or if a conflict arises some techniques for settling it before a major incident occurs.

The Children's Creative Program to Conflict Program (CCRCP) has outlined 3 main goals in their book The Friendly Classroom for a Small Planet: A Handbook on Creative Approaches to Living and Problem Solving for Children.

GOAL 1. To help children develop a desire for and skills to initiate open communication.

GOAL 2. To help children gain insight into the nature of human feelings, capabilities, strengths, to share their own feelings and become aware of their own strengths.

GOAL 3. To help each child develop self-confidence about his/her ability to think creatively about problems and begin to prevent or solve conflict.

Each of these goals require setting specific objectives to meet the goals and designing activities to meet the objectives. Before you say "Agh! Not more goals, objectives, etc., etc., etc!" read on.

What are your goals for your group related to conflict prevention?

-Brainstorm with your staff

-Set them down on paper

-Break each goal down into more specific objectives

Sample Goal and Specific Objectives

Goal: Children will work cooperatively with both themselves and adults

Objectives

1. *Children play together without arguing*
2. *Children can explain to others in non-threatening/non-whinning manner what they want.*
3. *Children can use equipment or play games demonstrating sharing and patience in waiting their turn.*

-List ideas for meeting these objectives

-List the objectives and goals with which you had the most difficulty

This process should give you 2 lists. The first list is one with objectives and ideas (activities etc.) for achieving these objectives.

YOU CAN START USING THESE IN YOUR PROGRAM RIGHT AWAY.

The second list of objectives and goals may have no ideas for activities etc. Think about all the different kinds of activities you offer in your program (see pages 4 & 5). Classify these activities in terms of what qualities and skills they develop such as communication, cooperation, affirmation, listening, etc. Now with many of your program activities classified go back to your second list and fill in these activities under the appropriate goals.

The Friendly Classroom... gives various techniques for meeting their goals as well as activities for related objectives. It outlines an approach to planning conflict prevention activities that can be used year-round.

★The Friendly Classroom... is 109 pages and is available from School Age NOTES for $6.95 plus $1.00 postage & handling.

ACTIVITIES...MATERIALS...EVALUATION...ACTIVITIES...MATERIALS...EVALUATION

Jill Steinberg, Director of the After-School Day Care Association, developed a "Program Self-Evaluation" to use with their nine centers. The following questions related to activities, materials, scheduling, and transistion times may help those trying to evaluate and plan for their own programs.

1. *How often do children get a chance to do activities in the following areas:*

	every day	*3-4 days a week*	*1-2 days a week*	*sometimes or rarely*
cooking or food preparing				
crafts projects				
science/nature projects				
group games (organized)				
independent play				
free art activities				
creative dramatics				
music/rhythmic activities				
physical skill building (not free play in gym)				
free active play in or outside				
field trips				
homework or school papers				
individual tutoring/help				
reading or math games				
other board games/cards, etc.				
construction (legos, wood, etc.)				
Others:				

2. *How much decision-making do children do in what they will take part in or in what choices are offered?*

	Yes	*Some-times*	*No*
-We incorporate children's ideas into the choices we plan.			
-Children must choose between 2-4 activities for a period of time during their stay at the center. (i.e. there is a structured choice time).			
-Children rarely have to do any one or two choices that are offered.			
-Children are required to come together for group time every day.			
-Children are required to eat snack together at the same time.			
-Children are required to participate in some activities, if only for a short period of time.			
-Most planning is done by staff at our center.			
-Children have a lot of "free time" at our center.			
-We sometimes develop and "embellish" ideas that children come up with and use them as longer projects.			
-Children often don't want to do the things that we've planned.			
-We devote a specific amount of time each week to solicit ideas from the children of the things that they would like to do.			

****

SHARE YOUR EVALUATION FORMS
(program, staff, child)
WITH OTHER SCHOOL-AGE PROGRAMS

Send to: School Age NOTES P.O. Box 120674 Nashville, Tennessee 37212

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3. *How often do the children use these materials at your center?*

	in constant demand	*used often*	*used somewhat*	*used rarely or don't have*
Legos, etc.				
Small cars, trucks				
Crayons/Markers				
Board games such as Monopoly, Sorry				
Checkers/Chess				
Other games such as Perfection, Connect 4				
Card games				
Football				
Soccer ball				
Basketball				
Baseball/bat				
Red playballs				
Construction paper				
Tape/Glue/Paste				
White drawing paper				
Other art materials: (specify)				
Batteries/bulbs				
Books/Magazines				
Dress-up clothes				
Record player				
Tape recorder				
Musical/rhythmic instruments				
Other specific items:				

4. *What materials do you not currently have that you would like?*

5. *How much "free time" including outside and inside do your children have on an average (non-field trip) day? ____most of the program ____half of the program ____½-1 hour ____½ hour or less.*

6. *How much time do you spend at "group time"? (Explaining choices, story, game, etc.) ____usually no time ____15 min/week ____5 min/day ____10 min/day ____15-20 min/day ____30 min/day or more. (May include an organized circle game and/or show/tell)*

7. *How long does snack take (i.e. how long are the children sitting and eating?)________*

8. *How do children move from one activity to the next at your center? ____sign up board ____free movement as they wish ____all finish at same time ____they come and tell you individually ____other:*

ADMINISTRATIVE NOTES

CONFERENCES

Two comprehensives sets of workshops/panels/keynotes for school-age child care providers/administrators are scheduled for this Fall.

KEYS TO QUALITY SCHOOL-AGE CARE CONFERENCE

September 24-25, Rochester, Minnesota

This is the most comprehensive conference on school-age child care in several years. Presenters from Colorado, Massachusetts, Iowa, Wisconsin, and Tennessee as well as local Minnesota experts will be conducting workshops.

The following are some of the 32 workshops available. (Note: Some workshops oriented toward preschool settings will be available.)

New Answers to the Old Question--"I don't have anything to do."
Moving beyond Potato Prints
School-Age Child Care: A National Phenomena
Good Administration is more than Hiring and Firing
The School-Age Child: How to Relate and Stimulate
Art Ideas, Unlimited
Assessing the Need for After-School Care
Let it Shine - Ways to Promote Your School-age Program through the Media
Talking to Children about Sexual Assault
School Based Programs: Issues for Policy Makers
Balancing Family Needs and Program Finances: Streamlining School-age Administration
The Pleasures of Messing Around: Experiences in Creativity that appeal to School-age Children
Curriculum Development for School-Age Children
Non-Competitive Games for Elementary-Aged Children
Getting Started: Is there a School-Age Child Care Program in your Future?

Conference fees are $15 for Friday evening including dinner and $20 for Saturday including lunch. Registration must be in by Sept. 10th to avoid $5 late fee and final deadline is Sept. 18th.

Contact: Child Care Resource and Referral
1312 N.W. 7th St. Suite H
Rochester, MN 55901
(507) 288-9388

NAEYC CONFERENCE AND PRE-CONFERENCE SCHOOL-AGE SESSION

The 1982 Annual Conference of NAEYC (National Association for the Education of Young Children)

* November 11-14, 1982
* Washington, D.C.
* 400 Workshops
* 14,000 Conferees

An all day pre-conference session at NAEYC is planned for Nov. 11th topics include:

-Managing Surface Behaviors of School-Age Children
-Five Year Olds are School-Agers too
-Specialized Workshops: A way of building competencies for older school-age children
-What does a School-Age Coordinator Do?
-Environmental Training Programs for School-Age Leaders
-Child Development Courses for School-Age Child Care
-Effective Program Planning for School-Age Leaders
-Creating Linkages with Existing Community Agencies
-Developing School-Age Licensing Standards
-Administrative Structures that Work
-Networking with a Purpose

During the Conference school-age child care workshops will include:

New ideas for developing creative programming and using home-made materials for school-age children in day care
School-Age Child Care: Conflict Resolution
"Don't forget me just because I turned five" - Providing School-Age Child Care
Play - The After-School Care Scene

Titles also related to school-age children:

Cruelty and Shame in School-Aged Children
Montessori Human Relations Curriculum for Six and Seven Year Olds
Summer Day Camp - a community approach to support families
Preschool/Daycare and Public Schools - Shall the twain ever meet?

Pre-Conf. Session Info.
Contact: Elaine Collins
Agency for Child Dev.
240 Church St. Rm 113A
New York, NY 10013
(212) 553-5137

Conf. Registration
Contact: NAEYC
1834 Conn. Ave.NW
Washington,DC 20009
(202) 232-8777

★ *IF YOUR LOCAL, STATE, OR REGIONAL CONFERENCES DON'T HAVE WORKSHOPS ON SCHOOL-AGE CARE, START REQUESTING SUCH TRAINING. WE LISTED MANY OF THE WORKSHOP TITLES FROM THE ABOVE TWO CONFERENCES TO GIVE YOU AN IDEA OF WHAT IS POSSIBLE. LET YOUR CHILD CARE ASSOCIATIONS, COMMUNITY COLLEGES, ETC. KNOW WHAT YOUR TRAINING WANTS AND NEEDS ARE.*

DIRECTOR'S CORNER

REWARDS RECEIVED

The following received FREE one year subscriptions for sending us clippings of articles on latchkey children, school-age child care, or employer supported child care:

- Mountain Park Play School, Lake Oswego, OR
- Champaign Park District, Champaign, IL
- After School Day Care Association, Madison, WI

SEND US YOUR CLIPPINGS OR PHOTO COPIES OF RECENT ARTICLES FOR YOUR CHANCE FOR A FREE SUBSCRIPTION TO SCHOOL AGE NOTES.

RECENT ARTICLES

LATCHKEY CHILDREN

"Part-time Orphans" Houston Post July 9, 1982

SCHOOL-AGE CHILD CARE

"Schools consider working with day care center" Wisconsin State Journal May 1982

"Young, old bridge age difference" Lake Oswego (OR) Review June 1982

"Parkaroos Take Pride in Parks" News-Gazette (Champaign,IL) May 23, 1982

EMPLOYER SUPPORTED CHILD CARE

"Industry must aid day-care solution" - Sylvia Porter Column Manchester (CT) Herald July 31, 1982

"Building [child care] Starts" Hartford (CT) Courant May 11, 1982

"School-Age Day Care: What is it?" is scheduled to appear in the Fall issue of Day Care and Early Education. For more information about this magazine

Contact:
Randa Roen, Editor
Day Care and Early Education
Human Science Press
72 Fifth Ave
New York, NY 10011

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NEW CHILD CARE MAGAZINE

Day Care Journal, the new Voice of the Day Care Council of America, is published quarterly. For more information about this magazine and its other publications

Contact:
The Day Care Council of America
1602 17th St. NW
Washington, DC 20009
(202) 745-0220

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CORRECTION

The chart in the May-June "Activities" section was adapted from material originally developed by Mary Ellen Savarese, Woodside Child Care Center, Silver Springs, MD and used in a Nashville program. (Good ideas travel far!)

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FREE PARENT HANDOUT - "Tips for a Successful New School Year" send stamped self-addressed envelope. (Outside U.S. send self-addressed envelope) to School Age NOTES.

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RESOURCES RESOURCES

INTERESTING TITLES

We have not reviewed the following books however, the titles and descriptions sounded interesting enough to pass along. Several are on subjects that caregivers have said they wanted to read about. All are available in paperback.

Should the Children Know? 124 pp

"For teachers and parents, a sensitive book on a most difficult subject, telling children about death."

The Complete Guide and Cookbook for Raising Your Child as a Vegetarian 352pp

"An invaluable guide and cookbook for parents who want to raise their children on a healthy and appealing diet without meat, fish, sugar, or chemical additives."

Yoga for Your Children 64pp with illustrations.

When Children Ask About God 190pp

"Offers reasonable, non-supernatural alternative ways of explaining God and faith to children age 4 to 14."

From Childhood to Adolescence by Mario Montessori 160 pp

Contact: Schocken Books
200 Madison Ave.
New York, NY 10016

* * *

COMING SOON !!!

SCHOOL-AGE CHILD CARE: AN ACTION MANUAL from the Wellesley School-Age Child Care Project.

* * *

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INDEX GUIDE

A sample index entry is: rest time, M/J'83-3

M/J represents May/June issue
'83 represents 1983
3 represents page 3

Many written resources are mentioned throughout the newsletter. If (resource) appears beside the index entry [for example - rest time (resource)], the reader is referred to a specific book, pamphlet or other written material on the subject.

Note: Some price information and addresses are out of date. Check with supplier before ordering materials.

Other abbreviations include:

J/F - Jan./Feb.
M/A - Mar./Apr.
M/J - May/June
J/A - July/Aug.
S/O - Sept./Oct.
N/D - Nov./Dec.
PH - Parent Handout
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School Age NOTES is designed for YOU, the person who has the daily responsibility for creating an environment that is exciting yet safe, fosters independence but is nurturing, and allows flexibility and freedom of choice within a secure setting.

For more information about resources for after school care contact:

Richard Scofield, Editor
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Nashville, TN 37212

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FEATURE

COMMUNITY INVOLVEMENT

"But we don't have a bus to transport the kids to the Recreation Center."

"All the good things to visit are across town. By time we get there after picking up the children from school we'd have to turn around to get back by 4:00 when the first parents start picking up."

"We tried having the local drama group put on a skit for our program but they were late and parents started picking up kids and the kids started fussing because they didn't want to leave and the drama group had to keep stopping the skit so we could get the kids settled...so....we've never bothered having any other groups come to the center."

"Having a family day home with both tots and older children I just can't go places."

Going out into the community or bringing the community into a program is often greeted with mixed emotions by caregivers.

Some of the barriers cited by caregivers to using community resources are:

- -transportation
- -the "hassle" in general
- -time restraint in the afternoon
- -the wide age and interest differences

Some solutions that other programs have found successful are:

- -public transportation (buses, trains)
- -churches donating buses and vans during the week when not in use
- -walking trips - learn about the neighborhood - # of houses, stores,etc.
- -small groups going on different days (even different trips) makes it more manageable (especially if using public transportation or private cars) and often allows selecting more age appropriate trips
- -short trips to places nearby
- -use volunteers - students, senior citizens - to help with small group trips or even one-to-one ventures into the community
- -arrange pick-up at the place being visited (if not too far out of the way for parents) - this works especially well for spots you visit on a regular basis such as the library or park

It is important to keep in mind that school-age programs offer unique opportunities for community involvement that go beyond the usual trips to local industries (the ones the kids like most being the ones that give out "freebies" such as food, drinks and samples).

Because school-agers are at a developmental level of concrete operations, they are very interested in the real world around them and interested in being an active part of it. They are just learning concepts of community participation, volunteerism, and the existence of fascinating places beyond their world of home and school.

Therefore it is important to continually provide community experiences that build on the children's developmental needs.

Recently the Champaign (IL) Park District After School Program was faced with two problems. The first was image. While the after school program was sponsored by the Park District, the children didn't have a good grasp of what exactly the Park District (or any parks department) did. The second problem was vandalism.

A hands-on project involving the children directly with the parks was seen as both a way to prevent vandalism through developing a sense of public property and responsibility and a way to educate them about the role of the Park Department.

Each of the three program sites adopted a park that they would help take care of by pulling weeds, picking up litter, watering plants, painting etc. They quickly named themselves the "Parkaroos" with a kangaroo as their mascot. Many activities spun off of this. One was a contest to name their mascot - "Parkly" was the winning entry.

In Lake Oswego, OR at the Mountain Park Playschool another kind of community involvement is carried out by the grade school (and preschool) children. They visit residents of a convalescent home once a week. The interactions of playing checkers, sharing homemade cookies, working puzzles together etc. are mutually benefical to both young and old because of the affection and companionship shared.

STEPS TO UTILIZING EXISTING RESOURCES FOR COMMUNITY INVOLVEMENT

1. Make a list of all community resources (keeping a card file works very well for future reference) -and not only places to visit - but people and programs that can come to you. Check with parents - they often have skills, contacts, and ideas to offer. You can even have them fill out a questionnaire that gets at these answers.

2. Select ideas that appeal to both you and the children - no matter how far-fetched.

3. List problems or barriers to each idea.

4. Brainstorm possible solutions to the barriers. Having the lions from the zoo visit your center is obviously not an option but having the lion expert come and show her slides and then do a follow-up trip to the zoo is realistic.

5. Once some ideas for involvement with the community are selected and barriers cleared many activities, projects and themes can be planned around the events adding continuity to your programming.

++

GLOBAL COOLNESS

Two volcanic explosions this year in Mexico and Java, Indonesia have produced enough volcanic ash in the atmosphere to cause a general cooling trend around the world.

In planning the next 6 months of your program, how will cooler than normal weather affect your plans? This might affect not only our readers in Alaska and Iceland but also our subscribers in Hawaii and Australia.

++

ACTIVITIES

ANTI-COLORING BOOK IDEAS

In an effort to encourage children's creative pursuits with paper, pen, crayon, and paint several anti-coloring books have been written by Susan Striker and Edward Kimmel (available in local book stores). Regular coloring books require children to suspend their imaginative ideas and conform to the coloring book's perception of a cat, tree, etc.

Caregivers can enhance school-agers imagination and creativity through ANTI-coloring book ideas:

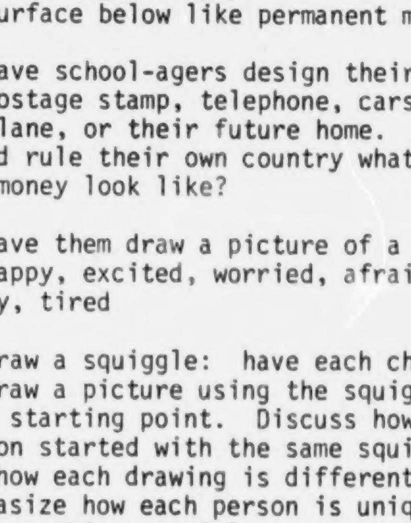
> Provide plain paper, crayons, colored and regular pencils, paint, paintbrushes - and magic markers if you have them (Did you know Mr. Sketch markers are water soluable and won't go through the paper and mark the surface below like permanent markers?)

1. Have school-agers design their own postage stamp, telephone, cars, airplane, or their future home. If they could rule their own country what would the money look like?

2. Have them draw a picture of a feeling: happy, excited, worried, afraid, angry, tired

3. Draw a squiggle: have each child draw a picture using the squiggle as a starting point. Discuss how each person started with the same squiggle and how each drawing is different. Emphasize how each person is unique and has something special to share with others.

Adapted from the ideas of Rosalie Radman, Jewish Community Center of Dallas, TX



COUNTING, COLLECTING, CATEGORIZING EQUALS = SHARPENED MATH SKILLS

The following activities are designed to interest the creative, imaginative minds of the school-agers who need extra help with math skills, who have a high interest in math and/or need unusual, different, "outside world" connections to captivate and maintain their attention.

"Traffic Engineers"

Task - determine traffic patterns near the after school program and the effects.

1. Count # of cars and trucks that use the in morning or afternoon (or both)

2. Find out the approximate of cars and trucks

3. Multiply # of cars and trucks by weight

4. Investigate damage to road such as cracks, holes, etc.

Task - determine busiest traffic time of day

1. Count cars and trucks at different times of day over several days.

2. Analyze information - Which are busiest times? Why? Which direction does most traffic flow in morning? Why? In afternoon?

Variations - Separate and # of cars, # of trucks, # of buses, # of bicycles, # of motorcycles - Count and categorize different colors of cars - What are the most popular colors?

What other every day occurrences can be used to help school-agers categorize their world and utilize their math skills?

What about saving different containers and packages used for meals and snacks? Write down the contents - add up total # of ounces consumed by the group, divide by # of people to get # of ounces per person. Multiply # of oz. consumed times # of days per year program operates - get per year total weight consumed. - Break contents into food groups (see May-June'81 issue).

Happy Counting!!!

≷ CONFLICT RESOLUTION ≷

MANAGING SURFACE BEHAVIORS-PART IV*

ANTISEPTIC BOUNCING

Removing a child from a potential trouble spot to help (not punish) the child is the goal of "antiseptic bouncing".

Nine year old Juanita and eight year old Trevor are arguing loudly over how to play kickball. Attempts to discuss this with them have failed. You notice they are trying to save face on being right. Observing Trevor looking for a way out of this situation, you ask: "Trevor, would you go down to the basketball court and help Carlos (a caregiver) teach the younger kids how to shoot baskets?" Trevor legitimately has a way out of the situation without losing face. Later, Trevor, Juanita, and Lance sit down and write the rules to kickball on a poster.

Long and Newman suggest that "antiseptic bouncing" can be used to help a child or group recover from "anger, disappointment, uncontrollable laughter, hiccups, etc." Caregivers need to think creatively about where and why, children can be "antiseptically bounced" when the need arises. Some places might be:...1) to the storage room to get supplies, return supplies, check on supplies, etc......2)to the secretary or director with a message..... 3) to empty the trash or whatever "make-work" that removes them from the room.

RESTRUCTURING THE PROGRAM PLANS

- Be flexible
- Capitalize on the moment
- Turn a seemingly bad situation to your advantage

You've spent the better part of the day planning and preparing a crafts activity related to an environmental project the local school is doing. The kids arrive from school and all they can talk about is the great magic show and circus acts that came to their school today. You get a very clear message - hat tricks and acrobatics are "in" - saving the environment is "out" (at least for the rest of the afternoon).

To forge ahead with your plans when the kids are clearly not interested is courting disaster in the form of increased behavior problems and decreased enjoyment at being in your program. But what are you going to do?

First, realize that most situations where your plans suddenly are inappropriate can be saved.

Second, save your prepared activity for another day.

Third, determine if this interest is fleeting like seeing a half dozen wailing fire engines go by and having a sudden surge of firefighter/rescue squad play. Or is there potential for sustained interest in a project or theme such as likely with magic or the circus?

Fourth, have a "pow-wow" with the children to brainstorm ideas around this new interest. Figure out what immediate resources (for that afternoon) you have such as dress-up clothes, equipment (tumbling mats), and books. [Kids' America is excellent resource for many common and uncommon themes, projects, and activities.] Then figure out what resources you and the children have available such as old magic games at home, a trip to the library for books or films, or an "aunt" who is a magician and can visit the program.

Finally, write down all their ideas and suggestions about what they can do, e.g. put on magic show or circus for parents, write to famous magicians, plan a trip to the circus, clown school, or gymnastic events.

Suddenly you've gone from having the afternoon's planned activity "shot down" to having planned a project to carry you through the next month.

DEVELOPMENTAL NOTES

CHOOSING ACTIVITIES by Annette Shaw

In a large group of children, such as in an after-school program, a lot of activities go on at the same time. Some school-age children have learned to entertain themselves with no assistance from the caregiver. However, many children have a difficult time settling down into an activity. When this happens the most useful thing to do is put out various games and activities and let individuals find what interests them. But sometimes choosing is more fascinating than the activity.

On this particular day, several games and puzzles were put out on tables and the children milled around deciding what they would do. After most of the children had picked an activity, one boy still had not decided. He wandered from table to table, circling the room. As he came by a table where a caregiver worked a puzzle with two other children, he stopped long enough to put in a couple pieces then left again. The caregiver was tempted to require him to stay at one table, but then realized that he had chosen his activity by participating in all of them. What he decided was not one of the options the caregiver had outlined but since he was not disturbing anybody, his "sampling" behavior was not stopped.

As caregivers we must recognize the importance of opportunities to try all of the choices without being restricted to one choice. Giving choices and opportunities to try everything gets harder the larger the group gets. But the choosing process helps to develop both the child's decision-making process and independence.

One of the developmental tasks of schoolagers is learning to make decisions. Trying a little bit of everything is a way of collecting information. We make effective decisions based on our collection of information (knowledge). Thus, often children who don't "settle down" to one activity are not engaging in aimless behavior but are practicing a crucial step in the decision-making process.

RESOURCES

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TODAY SHOW
and
CBS Morning News
segments on latchkey children and use of community resources for after school care.

COMING MID-NOVEMBER

ADMINISTRATIVE NOTES

FREE PARENT HANDOUTS

- Still available: "Tips for a Successful New School Year" includes information on good work habits, opening lines of communication at school, and also outlines the SQ3R (Survey, Question, Read, Recite, Review) method of studying.
- This issue FREE parent handout: "TV and Your Child's School Performance" relates how TV affects children's grades and ways parents can deal with their children's viewing habits.

PARENT HANDOUTS, INFORMATION SHEETS, and RESOURCE LISTS are a free service of School Age NOTES. We provide these for your use in your newsletters etc. The PARENT HANDOUTS are on white paper to provide better copies if you wish to copy them directly. We have tried to make the request process as painless as possible. A request letter or note is not necessary. Just write on the outside envelope the key words for materials you want and enclose a stamped self-addressed envelope. (Outside the U.S. send self-addressed envelope.) This enables us to keep this a free service and to send out your materials the same day we receive your envelope. If you wish multiple copies, they are available at 10¢ each.

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▶ PROBLEMS WITH IRS?

Have you recently had problems obtaining tax-exempt status with IRS? The Wellesley School-Age Child Care Project is interested in contacting programs that have faced difficulty being recognized as non-profit under the education or charitable organization classifications.

Write: Mickey Seligson
School-Age Child Care Project
828 Washington St.
Wellesley, MA 02181
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RECENT ARTICLES

● LATCHKEY CHILDREN

"Mommy, I'm too old for a sitter" Working Mother, Sept. 1982

"Latch Key Children's Needs a Pressing Problem" New Directions for Women, September/October 1982

"The Lonely Life of 'Latchkey' Children, say Two Experts, is a National Disgrace" People Weekly Magazine, Sept. 20, 1982

"After-school Alternatives for Latchkey Kids", McCall's "Right Now" (date unknown)

"Help is Just a Call Away" Working Mother October 1982

"Important Lessons for Latchkey Kids" Working Mother November 1982

● SCHOOL-AGE CHILD CARE

"Kid's Space: Today's Afterschool Childcare" by Howard W. Flagler presented June '82 Conference Jewish Communal Service, Mpls. MN

"Kensington Kids Start After-school Day Care" Times Journal, Albany-El Cerrito CA, Sept. 5, 1982

"A Child Care Program [after school] that WORKS" Woman's Day, 9/14/82

"Child Care After (and Before) School" [side bar]
"After School at the Library" [Letters to the Editor] Working Mother October 1982

NOTE: Fall issue of Day Care & Early Education will not carry "School-Age Day Care: What is it?" as previously announced in the July-August issue of School Age NOTES

● EMPLOYER SUPPORTED CHILD CARE

"A Statewide [Massachusetts] Profile of Employer-Supported Child Care" Child Care News
  Part I - Industry - June '82
  Part II - Hospitals - July/August '82
  Part III - Schools & Government - October '82

Business Insurance, June 21, 1982
"Employers finding out helping workers care for children pays off"
"Connecticut companies unite to cull information for parents"
"On-site centers often costly, but successful"
"'Pioneer' develops program"
"You could benefit, too"
"Benefits equity not issue for firms into day care"
"States, consultants offer day-care advice"
"Center provides haven for recuperating kids"

"California Child Care: A Corporate Investment" P.S.A. Magazine July 1982

"Day Care Comes to the Office" Hartford Courant August 15, 1982

"Whose Business is It, Anyway?" Human Development News, June-July 1982

"Bringing Children to Work: A Hospital Day Care Center" Children Today July-August '82

Working Mother October 1982
  "For the Company Suggestion Box: Tactful Notes on Child Care"
  "A Good Place to Bring Up Kids" side bars include:
    "An On-site Center" "Big Business Lends a Hand"
    "Employer Solutions"

"Unions Support Child Care for State Employees"
CDF Reports [Children's Defense Fund] July 1982

Day Care U.S.A. has carried many brief notes and resources related to employer supported child care

● REWARDS RECEIVED

The following received FREE one year subscriptions for sending us clippings of articles on latchkey children, school-age child care, or employer supported child care:

- Clubhouse Enrichment Center, El Cerrito, CA
- North Shore Jewish Community Center, Marblehead, MA
- Child Care Information Service, Pasadena, CA
- Out-of-School Program, Saskatoon, Saskatchewan, Canada

DIRECTOR'S CORNER

SCHOOL-AGE CHILD CARE WORKERS GET ORGANIZED

We have been hearing more about school-age child care workers organizing to both help themselves through support groups or networks and to become recognized as organized community groups through forming associations.

Jo Hopkins with the Champaign (IL) Park District reports they have formed a support group for adults that work with school-age children - SAGA (School Age Group Association). They schedule meetings to discuss different topics related to after school care.

Marty Gravett of the YWCA in Richmond, VA reports school-age caregivers in her community have organized SACCWA (School Age Child Care Workers Association). They offer membership and quarterly programs with topics such as "Providing Physical Activities in Small Spaces for School Age Children" and "Dealing with the Difficult Child". Not only are they planning informative programs for people in the field, but they also are taking on the school system. They are developing a project to inform principals about the nature and availability of after school care.

Marty is interested in hearing from other such groups or those interested in forming school-age associations. Her address is:

Marty Gravett
Program Director for Children
YWCA
6 North 5th St.
Richmond, VA 23219
(804) 643-6761

NEXT ISSUE: We are pleased with the increased recognition of school-age child care as a separate field and as a solution to the problem of children without adult supervision after school. HOWEVER, we are dismayed at the increase in materials, programs, and articles about self-care skills for "latchkey" children. Our alarm over this is the implication (through publicizing that this is for 6-11 year olds) that it is O.K. to leave children as young as 6 years old home alone or to care for younger siblings as long as you have taught them what to do. In many states and cities it is against the law or at least a possible case of child neglect to leave children under the age of 12 years old home alone or to care for younger children. Recently some communities have enforced these laws by fining parents of "latchkey" children.

Next Issue we will report on these trends.

We are asking for your thoughts and comments related to this new phenomenon. We are also interested in hearing of any other efforts that include younger elementary school children in curriculums for self-care while home alone.

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HOLE IN THE SKY, also a song story, has been selected by the United Methodist Publishing House as "preferred materials". It is written by the same author and deals with the fears and sadness of Tina who has to move to a new city. It is a strong non-sexist story and shows how Tina's best friend, Eddie, helps her discover courage and confidence, as they explore together how they hope to find "the hole in the sky". Songs include HOLE IN THE SKY, IT'S VERY HARD TO SAY GOOD-BYE, ENDINGS AND BEGINNINGS and others. Also very suitable to use in a group or for a child alone, for singing along and/or acting out. Both song stories offer many important ideas and situations for discussion with ages 5-10.

RAMO LP Stereo...$7.95, Cassette recording... $8.95, SONG BOOK..$3.95, and READING BOOK...$3.50. LOVE IS A CIRCLE single recording and sheet music...$3.95.

HOLE IN THE SKY Packet, cassette recording, reading book (read along), and teacher guide...$9.95

Contact: Oak Hill Music Publishing Co.
PO Box 120068
Nashville, TN 37212

* Also ask about Phyllis Unger Hiller's One Woman Show "Fibby - Stages of Being".

School Age NOTES

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INSIDE

Community Involvement

Anti-Coloring Book Ideas

Sharpening Math Skills

New School-Age C.C. Book

S-ACC Workers Organize

Unique Music Resources

TV and Your Child's School Performance

> *"My kids don't watch that much TV; they're doing okay in school, too. Why should I be concerned about TV?"*
>
> *"I try to make sure they watch programs that are appropriate and to limit the amount of time but by time I get home from work, I just want some peace and quiet. TV keeps them occupied while I make supper. It helps my sanity. It doesn't hurt them, does it?"*

Does it? Should parents be concerned about how much and what TV their children watch?

Recent studies have shown that your child's school performance is strongly related to TV. While they have not proven a cause and effect relationship here are the facts:

1. More than one hour a day of TV has a strong relationship to decreases in achievement tests and IQ scores - AS MUCH AS A 30% PERCENTILE DROP FOR CHILDREN WHO WATCH 4 HOURS OR MORE A DAY.
2. 6 hours a day is the average viewing time for America's children.
3. Lower achievement test scores are also linked to regularly watching the following popular programs: "Dukes of Hazard", "Happy Days", "The Love Boat", cartoons, and "Different Strokes".
4. Attention spans and listening skills are negatively affected by too much TV. (Remember that attention span and listening skills are main ingredients to successful performance in school.)
5. Aggressive behavior in children has been strongly linked to TV (especially violent shows) and to playing violent video games! Various studies have shown increased aggressive behavior after watching TV violence or playing video games. (Aggressive behavior is disruptive to learning in school and at home.)
6. Viewing TV (a passive activity) decreases the amount of time children and families spend in active pursuits - reading, dramatizing, playing sports, table games, making things and generally being creative and imaginative.

> TV viewing is influencing values in areas of nutrition, health, sex, violence, hurtful humor ("put downs"), alcohol, safety (who wears a car seat belt on TV?), and family and friends relationships. What TV shows are your children watching and what values are your children learning from these shows?

So, what can I do?

TV is so much a part of our lives that doing anything to change its influence seems almost impossible; akin to getting rid of the family pet.

Although you may experience bouts of pain and you may have to be a firm and unwavering parent, you can do something about too much TV in your children's lives.

Here's how to change your child's viewing habits----

Step 1 Keep a one-week TV log. Have your school-age children and yourself write down the name of the programs, the number of minutes, and a few descriptive phrases (comedy, war picture, soap opera) about the programs watched during the week. This will help you get a realistic total view of your family's TV habits. (Remember school-age children love to make lists - they can really get interested in keeping such a log or TV diary.)

Step 2 Evaluate your program watching in reference to time and content. Decide how much time is fair or good use of your family's time. Decide which shows reflect and support your family's values. Which programs help your family think and be creative?

Step 3 Prioritize programs to be consistent with your decisions on time and values. Make a plan for TV program viewing.

Step 4 Make TV rules From Breaking the TV Habit by Joan Anderson Wilkins the following rules are suggested:

a. Don't turn on the TV just to see what's on. Watch only pre-selected programs.

b. No TV during meals, before school and before homework and chores.

c. Have several "special" NO TV NIGHTS.

Step 5 Have plenty of ideas for other things to do. You can even have your kids make lists of all the alternatives to watching TV. Don't forget you need to participate often in these activities with your children. Bob Keeshan (Captain Kangaroo) has said that there is no child who really prefers TV over good interactions with his or her parents.

Outdoor play - walks, building things, games (hide n' seek, freeze tag), sports

Trips to the library - most town libraries have some evening or Saturday hours

Reading - out loud or in quiet corners

Chores - Do them together. Share making dinner, folding laundry, cleaning the living room - Sing songs together or share ideas, events, feelings as you work cooperatively.

Board Games - Remember checkers, Sorry, Monopoly, Life, Scrabble? Get out the playing cards and jig saw puzzles. Even though you're tired, you really will have fun!

Excercise together - Put on some fast paced music and do you own aerobic dancing family style. Jog together (or if inside - jog in place).

Step 6 When your children do watch pre-selected programs, watch them together and help interpret what is going on. Discuss the values being shown or the points being made. Help them distinguish what is real life and what is make-believe. With commercials help them see how the advertisers are trying to get you to spend money on their products. (This is teaching critical thinking.)

For FREE brochure: "Children and Television: What Parents Can Do." Send a self-addressed, stamped, business-size envelope to National PTA, 700 North Rush St., Chicago, IL 60611.

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December
1982
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The Newsletter for School Age Child Care Workers and Administrators

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FEATURE

NOTES FROM NAEYC CONFERENCE

The following "bits & pieces" are from workshops, discussions, and conversations at both the Pre-Conference School-Age Child Care Session and the main Conference of the National Association for the Education of Young Children held in Washington, D.C. November 11-14 at which an estimated 15,000 early childhood educators attended.

The School-Age Child Care Project, Wellesley, MA has received continued funding through December of 1984. Their focus will be legal issues and policies (examples: legal issues involving use of school space; analysis of ways programs can meet needs of low-income families.) They will continue their technical assistance function for programs or groups with questions related to school-age child care. They may be contacted at: School-Age Child Care Project, 828 Washington St., Wellesley, MA 02181 (617) 431-1353.

Change of clothes - Have the children bring a set of play clothes to the program so they can change to them after school and not ruin good school clothes and shoes. Changing to play clothes allows children greater freedom to get involved with sports, messy projects, or get involved with the weather (rain, snow) without worry about damaging their clothes.

Unemployment is lowering program enrollment since an unemployed parent no longer needs after school care for their children. Although, some programs reported unemployed parents keeping their children in the program while they looked for work. Job boards of openings heard along the "word-of-mouth" network have sprung up in some of the programs with unemployed parents. Another reason some unemployed parents keep their children enrolled is to prevent the kids from worrying and getting depressed about their parents unemployment.

Sibling care and peers taking care of each other are further indications of after school care being cut out of family budgets because of the economy.

On the bright side the public is becoming more aware of the plight of "latchkey children". This is evidenced by the number of recent magazine and newspaper articles. (See page 6 of Sept./Oct. issue of School Age NOTES and page 2 of this issue.) Also the public both consumers and advocates are demanding more care to be available and more affordable care. The following add welcome support and substance to the field of school-age child care:

The new Wellesley School-Age Child Care Project's "Action Manual" now provides a comprehensive guide for parents or community groups wanting to establish school-age programs. Michelle Seligson, the School-Age CC Project Director, believes just the "tip of the iceberg" has been touched regarding school systems interest in after school care. This is evidenced by the large number of school systems ordering the "Action Manual" or requesting technical assistance.

The YMCA is providing training and information with its new series of manuals for local Y's interested in starting and operating school-age programs. Many Y's across the country are entering partnerships with school systems to provide care in school facilities.

Camp Fire, Inc. also has produced a manual for starting "out-of-school" programs.

The Military Child Care Project's comprehensive series of manuals (see page 3 and back page) also adds a wealth of training and resource materials to the child care field including school-age care.

Part-time vs. Full-time - The importance of full-time people for school-age programs to plan, locate resources, and communicate with school and parents was stressed. "It is a political process to explain why we need full-time people."

Year-round snow ball fights - using nylon balls or yarn balls allows for indoor snow ball fights any time of the year.

Importance of greetings - Working out authentic relationships with children means starting with how you greet them at the beginning of the day. Did you communicate to them that you were really glad to see them and looking forward to being with them or did you sound mechanical like airline personnel often do or did you forget to say hello to each child? Do you get a chance to talk individually with each child each day?

Free Shows - Often you can get into rehersals of plays, symphonies and other shows free - Contact the manager of the facility. Often rehersals are during the afternoon. Don't forget to have the kids send "thank yous" to any places they visit - it's great public relations for you and the child care profession.

The Great Homework Debate - Homework in after school programs was a hotly debated subject. While the range was from several hours of homework a day to no homework done in the after school program, the consensus was that opportunities for doing homework should be available when the children want to get this done. These were some of the ideas expressed.

- -Kids have been doing school work all day and have been sitting for most of the day. They need time to release pent-up energy and time to have to themselves to do what they want to. Interesting choices should be available to enhance social, physical, and intellectual interests.
- -By time children are picked-up from the program, get home, have dinner, take a bath - there's no time left for homework. The best time to get homework done is at the after school program.
- -If the after school program helps get children's homework done, then we have taken away the opportunity for special time for parent and child to work together.

In the end it should be a mutual agreement that is best meeting the often conflicting needs of parents, children and program.

RECENT "LATCHKEY" ARTICLES

"Latchkey Kids...back to school and empty houses." Mountain Commuter (Evergreen, CO) Aug. 12, 1982

"Children Alone: An in-depth look at helping children cope with being alone." Mountain Commuter Sept. 16, 1982

"Latchkey Children: A growing problem," U.S.A. Today, November 1, 1982

"The Latchkey Child: Whose Responsibility?" Childhood Education, November/December 1982

SCHOOL-AGE CHILD CARE ARTICLE

"W. Haverstraw school home for latchkey kids," The Journal News (Spring Valley, NY) November 15, 1982

ACTIVITIES

IDEAS ON THE SCHOOL-AGE PROGRAM ENVIRONMENT

The manual *Creating Environments for School-Age Child Care* [see RESOURCES, back page] discusses arranging both the physical space (indoors and outdoors) and the materials available in a program. The following are a few of the ideas presented. See how these might help you plan your activities.

"Children prefer play areas that include different features." This means enclosed spaces for privacy and secret clubs, areas for water and sand play, open spaces for sports and running, climbing equipment, and flat spaces for large wheeled toys and equipment (bikes, wagons etc.) "They want a certain amount of risk and challenge while they play."

Adventure Play Areas - "Children can use and build with loose parts, such as crates, old tires, lumber and bricks. School-age children, when given a choice, use adventure play areas more often and stay longer in comparison to other kinds of areas [such as fixed climbing equipment]."

"Involvement improves cooperating and caring...It has been found that when children are directly involved in planning, care and maintenance of play areas, destructive behaviors are greatly reduced. Children who plant flowers in the play yard will protect them carefully. Children involved in raising money to buy equipment will use it with greater care. Children who have the responsibility for keeping tables, walls and floors clean, will be less likely to litter or destroy property."

"Storage - Convenient storage both indoors and outdoors will increase the amount of time spent in activities and play. Both children and caregivers avoid using materials and equipment that are difficult to get and return.

"Moveable furnishings - Children need furnishings and objects they can move to arrange their different areas. This might include planks, tires, small cable spools, sawhorses, curtains, partitions, dividers and shelves."

"Project boxes can be a great help on those days when the children come to you and say, 'We don't know what to do today. Plan and make a set of boxes and label each according to its contents. The boxes give the children fresh supplies and materials and suggest a theme for their use. Once the children are finished with a particular box, put it back into storage. Project boxes are more interesting when they present materials or ideas that are somewhat out of the ordinary."

Suggestions for project boxes:

"A costume box - Gather all kinds of paper bags, fabric scraps, marking pens, yarn, tape and other beautiful bits of junk you can find. Write out a few simple directions such as the following: 'You are to make a shirt, dress, pants or some article of clothing that tells how you feel, shows your favorite color or tells what you want to be when you grow up. After you have finished your costume, show and talk about your costume with your friends.'"

"A sign kit - Cut words with large print from magazines and newspapers. Get a set of rubber letter stamps and an ink pad. Include a supply of surplus cardboard. The directions for this box can ask the children to make signs that are needed around the center or make up funny slogans."

"Circus Days" and "Storekeeper" are some other ideas for Project Boxes.

Kids' America has many ideas for such themes.

DEVELOPMENTAL NOTES

School-Age children like learning systems (which is one of the reasons for their fascination with computers.) It fits into their attempts to make sense out of the world - to put the world into logical order. They also like knowing what is expected of them ("setting limits") and having a clear idea of what they can do ("planning choices"). Some after shcool programs use a check list or chart of choices or of "jobs" to be done. The following is another system to help children order their world. -Editor-

THE TOKEN SYSTEM

by

Mary Ann Rusch, Director Glendale Day Care, Nashville, TN.

Token system is a useful tool that has many positive benefits. A token is a type of payment (in liew of money) for a task or a job that has been successfully completed. Tokens can be made from laminated construction paper that has been cut into small strips. We use two sizes: the "one" token, that is paid for one task, is approximately 3/4 inch wide by 1 inch long while the "two" token is 3/4 inch by 2 inches long. With a hole punched in it through which a small safty pin can be fastened, each token is attached to the clothing of the adult giviong out the tokens and the child receiving them. At the successful completion of an assigned job the child is given a token. Also positive comments are made on the child's ability to complete the task. (Example, "You swept the entire room by yourself.") When two jobs are done the child receives a "two" token. At the end of the day the child may redeem their token(s) for treats. The treats include gum, snacks, stickers, small animals/toys, etc. Some treats cost one token while other treats cost two tokens.

In order to receive a token a task has to be assigned by a staff member and the job has to be completed correctly. Some of the tasks that children enjoy doing include preparing and serving snack, running errands and general clean-up. There is no limit on the types of tasks the children may do.

The Benefits of the Token System

1. Develops a positive self-image - The child gets both a concrete reward (token/treat) and verbal reward (positive comments.) A child is usually proud of what he/she has done and usually shares his/her accomplishments with parents. This successful feeling helps toward the development of positive self-esteem.

2. The child learns to follow instructions and to assume responsibility. The child is responsible for completing the task. Tasks are assigned from simple to complex according to the abilities of the child.

3. The child learns how to perform various tasks. Teach step-by-step the child who wants to do a specific task and does not know how. First, demonstrate how the task is done; then physically and/or verbally lead the child through the task on the first attempt; and finally allow the child to do the task independently. Be sure to make positive comments on the child's ability to complete the task.

4. Lessens staff load - The use of this type of token system frees the staff from having to perform repetitive tasks that the children can adequately perform.

5. Creates ownership and pride in program by doing real jobs for the program and being given real responsibilities.

Reminders

* One needs to allow opportunities for all children to perform tasks. You may have to seek out some children and find out what tasks they like to do and then make sure that they have adequate opportunity to do these tasks.

* Also check with the parents about the child's consumption of snacks and gum. Often parents would prefer their child save their "treat" to be eaten as dessert or that their child choose a non-food treat.

CAUTION: Avoid jobs as punishment (example: "You broke the rules so you will have to sweep the floor.") at the same time as using this type of token system because it will lead to confusion and failure. REMEMBER with this system children do jobs to earn rewards and a sense of completion and accomplishment.

CONFLICT RESOLUTION

PREVENTING CONFLICTS AT TRANSITION TIMES

Transition times are when the direction of the group or individual is being changed such as getting ready to load the bus or van for school; winding up from one activity with some still finishing and others cleaned up and waiting; going from group time to snack or vice versa.

Transition times often are when arguments and conflicts occur. The following are some ways to help smooth transition times and thereby prevent conflicts.

* Allow enough time in the morning for all to clean up what they have been involved in as well as get all their belongings together. The child who starts the school day in a frantic mood from last minute rushing around to get to school, might be "thrown off" the rest of the day and continue to have a bad day upon arrival back at your program.

* After active play, quiet activities such as reading to themselves or a short group story help provide smooth transitions both before school begins and in late afternoon as parents start pick-up.

* Give time warnings (e.g. "10 more minutes", "5 more minutes") before an activity is over to help children prepare for ending the activity. (Remember school-agers have a strong need to complete things - time warnings help children pace themselves.)

Keep Waiting Time to a Minimum - Standing in lines waiting is a major source of bickering and misbehavior against others because there is nothing else to do. Keep waiting time to a minimum by dividing up in to small groups with one group at a time doing activity/task/having snack etc. If they must wait have them sit and do something with them; sing a song; play charades; ask for favorite movies, TV programs etc.

Establish routines for everyday transitions in order to provide consistency. For example: procedures for snacks, bathroom, obtaining materials, etc. are clearly spelled out.

Plan your transitions - Smooth changes don't happen by chance. Staff need to spend planning time devising routines, procedures, and coordinating transitions.

Reference: School-Age Child Care: An Action Manual; School-Age Child Care Project, Wellesley, MA, 1982 (see flyer insert)

* * *

Latest school-age joke heard:

How many letters are there in the alphabet?

Answer:

Twenty-four - E.T. went home.

* * *

ADMINISTRATIVE NOTES

RESOURCES.....RESOURCES.....RESOURCES.....RESOURCES.....RESOURCES.....RESOURCES.....

Legal Information and Employer Supported Child Care Materials - inexpensive pamphlets - write for publications list. Child Care Law Center, 9 First Street (at Market) Suite 219, San Francisco, CA, 94105 - (415) 495-5498.

Music---Records - Songs by Thomas Moore written for and sung by children about caring and sharing in today's world. All records include ideas and activities. For record list write: Thomas Moore Ltd, 6221 Monroe Rd., No. 5, Charlotte, NC 28212.

Low-cost Children's Films for rent (average about $20). Write for catalog: Benchmark Films, 145 Scarborough Rd., Briarcliff Manor, NY 10510.

Texas Child Care Quarterly - Extremely well done magazine with practical ideas and activities for infants through adolescents. One year, $5.00. Texas Dept. of Human Resources, 523- A, P.O. Box 2969, Austin, TX 78769.

Raising Money - Stretching $$. Holding lotteries and art auctions and borrowing executives from local corporations are among the many dollar-stretching ideas for agencies provided in How to Manage Cutbacks and Develop Local Funding Sources. Single copies of the 22-page booklet are available for a $1 postage and handling charge from the Center for Management Systems, Box 259, Akron, IA 51001.

Family Day Care Advisor is a monthly newsletter that responds to providers' questions. One year subscription - Individuals $7.00, Organizations $12.00. Contact: Dee Cuney, Family Day Care Advisor, 3938 Alexander St., Napa, CA 94558 - (707) 226-3706.

The Children's Advocate newspaper is published bi-monthly by the Berkeley Children's Services. Features deal with thought provoking issues related to child care, parenting and children. Past topics include: "Assault Prevention for Preschoolers", "Realities of Corporate Giving", "Child Stealing - The Ultimate Custody Battle". One year subscription Individuals $6.00, Organizations $12.00. The Children's Advocate, 1019 University Ave, Berkeley, CA 94710 - (415) 549-3820.

Parenting Guide - Free "Community Education Parenting Guide" gives practical information on implementing parenting programs and helping parents understand the school and home as partners. The section for parents deals with specific parenting techniques and learning activities. Contact: Community Education Section, Division of Instruction, State Dept. of Education , 817 South Court St., Suite 204, Montgomery, AL 36104.

Young Adolescent Programs Resources - Children aged 10-15 need programs different from typical child care. In 3:00 to 6:00 p.m.: Young Adolescents at Home and in the Community, (96 Pages, $6 prepaid), different models and solutions are examined. Other resources also available from: Center for Early Adolescence, Suite 223, Carr Mill Mall, Carrboro, NC 27510 - (919) 966-1148.

****

FREE: RESOURCE LIST OF MAGAZINES AND NEWSLETTERS FOR PARENTS---Send stamped self-addressed envelope to School Age NOTES, P.O. Box 120674, Nashville, TN 37212.

****

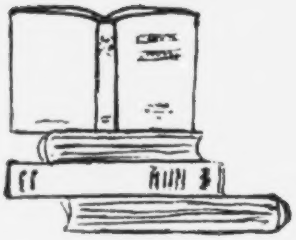
DIRECTOR'S CORNER

SCHOOL-AGE PROGRAM BUDGET SURVEY

We are in a period of tight budgets for both child care programs and families. How programs budget their money, how much the staff is paid, and how much is charged for fees, are subjects directors are always interested in. Using the returned surveys below we will put together a budget profile of school-age programs that will help you compare your program to others.

Please take a few minutes to fill this out and return to School Age NOTES, P.O. Box 120674, Nashville, TN 37212.

NOTE: All individual surveys will be confidential. To remain anonymous make sure address label is removed from other side of survey.



Anyone can get any amount of work done as long as it's not work they are suppose to be doing at the time.

- Robert Benchley

SURVEY SCHOOL-AGE PROGRAM BUDGET SURVEY

	School Year Program	Summer Program
No. Children Served		
Weekly or Monthly Fee		
No. of Hours of Operation per day		
No. of Weeks or Months of operation		
Director's full salary		
Percentage of Director's salary in SA budget		
Salaries of: Head Teacher		
Assistant Teacher(s)		
Others (Custodial, substitutes, etc.)		
Occupancy Cost (Rent, Utilities, phone, etc.)		
Equipment and Supplies		
Transportation		
Food		
Any other high Budget item		
Misc. Items		
Total Income		
Total Expenses		
Percentage of Income other than Parent Fees		
Average, Daily Adult-Child Ratio		
Actual Cost per child per week		

Profit______ or Not For Profit______

RESOURCES RESOURCES

NEW! SUPER RESOURCES FOR SCHOOL-AGE CHILD CARE: A "MUST" FOR EVERY PROGRAM!

Finally after two years the excellent series of manuals on child care written by the Military Child Care Project, Marlene Scavo, Director, are available to the public. There are 19 manuals with a total of 2,306 pages broken into three major areas: Staff Development Series, Child Environment Series, and Management Guidebook Series. The first two series have individual manuals on Infants, Pre-Toddlers, Toddlers, Preschoolers, and School-agers.

Caring for School-Age Children
175 pages, $6.00

This has been set up for use as a self-paced training module which makes it ideal for staff discussion in small "bite-size pieces". The following are just some of the topics discussed:

-How can you keep school-age children interested?
-How do you handle school-agers' disagreements?
-How can you make it easier for school-agers to behave in acceptable ways?
-What about the older child in school-age care?

Creating Environments for School-Age Child Care 127 pages, $5.00

An organized approach to designing the curriculum and planning activities for school-agers is presented in this manual.

-Arranging space for school-age children
-Encouraging development through play
-Using materials in creative ways

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FEATURE

CREATING THEMES

One part of programming for child care is the development of a theme around which some of the planned activities are centered.

One problem that often occurs when planning a theme is that the theme is so broad and complex (such as transportation, the seasons, animals) that it becomes a shallow treatment of the subject. It does not allow children to get fully involved. Children, especially school-agers who like to take things to completion, need to have opportunities to experience individual things to their fullest. They need opportunities to take ideas as far as they can developmentally. This means allowing school-agers to practice or play out some ideas until they have fully experienced one or two simple concepts.

One planning technique is to focus in on specific activites rather than a broad concept. Take a broad idea like nutrition or a category like fruit and then choose one part of it to expand upon such as an orange.

This is what Jo Hopkins, Director of the Champaign,IL Park District After-School Program has done in the article that follows. She outlines the thinking process with concrete examples that the children and staff can get interested in and build upon with other related activities.

"ORANGE" YOU GLAD....." BY Jo Hopkins

Creating themes for school-age programming is not really difficult once the Leader learns to think in a "strange" way. Because certain topics are appropriate for certain age groups, it sometimes seems that schools have developed all of the topics to the fullest and there isn't much left that is new and appropriate. Not true! The Group Leader's role is to take the usual school subject and find a new and different angle of approach; one that is fun and interesting. The very simplest of objects can serve as a springboard for a multitude of avenues. Take, for example, an orange. An orange has an outside, an inside, a history, and a future. An orange can demand that a child use all of the skills and knowledge that he has been building for six hours a day for a number of years.

Using an orange for a springboard does require that a Leader plan ahead a bit. Step one is to arrange to have oranges for a snack one day. Step two is some mental organization, and preferably some organization on paper. Allow for discussion and discovery. Use brain-storming. Record answers. Make charts. Ask questions that have many answers. You might start with:

1. How would you describe this object.

There is probably not a child in the program that has not been through numberous school units on the Five Senses. The description will generally cover such usual things as color, texture, taste and smell. Be alert for any new words or for any words used by an older child that a younger may not be familiar with, and let the older one explain the new word.

2. Is there anything about this orange that is like us?

Among other concepts the group may become aware that, like us, an orange has a "skin", oil in the "skin", and "pores".

3. What is inside of an orange?

Obviously, juice. Will they mention juice, seeds, segments, membrane? If they don't, lead them to it. Make a list of the items mentioned. You may wish to use this for a comparision with another object later.

4. How many segments does an orange have?

Let each child guess. Write the guess down on a chart? Peel the orange. (Does everyone peel an orange in the same way?) Count the segments. Who came closest? Is there an average number of segments?

5. How many ways can we eat this orange?

You may be surprised at some of the answers. If a food such as orange biscuits are mentioned, can it be made by the group?

6. Why do people keep saying oranges are good for you?

You will probably hear about the vitamins. Which Vitamins? Can you see them? How do you know they are there? Oranges have acid. Will it react on soda in the same way that vinegar does? What does "citrus" mean?

7. What can we so with the parts of the orange that we don't eat?

Seeds: dye them, plant them, soak and punch holes in them for a necklace, make mosiacs......

Peels: grate for use in cooking, dry and use for potpourri, cut in strips and glue to scrap lumber for a name plate, boil to make dye, use for crayon rubbings....

(If you cut the oranges in half, the cups can be used to hold ice cream, jello, etc.)

8. Where do oranges come from?

If they know oranges come from trees, will they know where in the United States the trees are? Will they know where oranges were first planted, or who brought the seeds to this country? (The Encyclopedia Brittancia will tell you that Columbus brought orange seeds with him in 1493. European settlers planted oranges in Florida and Brazil during the 1500's. Spanish missionaries started the California orange groves during the 1700's.)

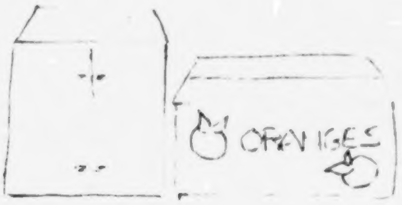
9. What do we do next?

Through discussions you may find the group interested in trying to grow an orange plant. What do plants need in order to grow? Why is the Orange Bowl called the Orange Bowl? Are all oranges the same? (Bananas aren't) Are there other fruits similar to oranges? (Grapefruit, limes, lemons, kiwi.)

Take anyone of these questions, plus others that the children come up with and you are ready to take off on your next theme.

During the course of preparing and eating a snack as simple as an orange, vocabulary has been increased and improved, nutrition and health have been discussed, mathematical skills have been used, science has been explored, creative thinking has been needed, an art project has evolved, and snack has become interesting. All of this did not just happen. The Group Leader MADE it happen. Now she/he needs to be prepared to follow through on some of the discussion topics. Where will they go now? It's up to the Group Leader.

Through with the orange? Try the simple egg next. Begin by discovering how the egg is like the orange. If an orange can take the group to Italy, an egg could take them to China for 100 Year Old Eggs. Have a good trip....and keep thinking and looking for the unusual angle all the way!



SUMMARY-STEPS FOR CREATING A THEME

1. Choose an object, idea or concept for a starting point to expand into a theme.

2. Allow for dicussion and discovery about the topic.

3. Brainstorm with staff and children ways to investigate the topic.

4. Ask questions that have many answers.

5. Record answers and make charts.

6. Plan (with children) related activities.

WHAT CAN WE DO FOR A THEME?
WHAT CAN WE DO????

HERE ARE SOME IDEAS....

Drums
Ice
Butter
Paper-making
Coins
Truckdrivers
Bread
Jogging
Gravity
Aerobics
Yoga
Calligraphy
Letter-writing and Pen pals
Whole Wheat Bread and Honey
Doll making
Baseball bats
Volunteering
Stories: Writing and Telling
Sign Language
Quilt making
A day in the life of...
Riddles
Toothpicks
Comics and Cartoons
Bookmaking
Dyeing
How to earn spending money
Getting along with your siblings
How to shop wisely
Ballet
Card tricks
Masks
What to do if your house catches fire
Gary Coleman
Oragami
Growing your own food

BOOKS ABOUT INDIANS. The Indian Historical Press, 1451 Masonic Ave., San Francisco, CA 94117, has published a booklet listing books that are intended to develop a better understanding of American Indians. Copies of the booklet, Books About American Indians, are $1.00 each.

ACTIVITIES

NATIONAL WOMEN'S HISTORY WEEK MARCH 6-12

Celebrate this important week and help school-agers appreciate women in our history and their efforts to make life for women and children better today.

Such women include Susan B. Anthony, Wilma Rudolph, Julia De Burgos, Francis Perkins, Chief Sarah Winnemucca, Amelia Earhart, Harriet Tubman.

11" x 17" Color Posters with biographies of these and other women are available for $2.00/poster from:

TABS
744 Carroll St.
WHW
Brooklyn, NY 11215

RELATED ACTIVITIES

1. Read about notable women.
2. Show films/filmstrips.
3. Write and/or act out a play about one woman.
4. Have an older woman come talk about life for women years ago, maybe even before women could vote.
5. Visit local NOW headquarters or League of Women Voters office.
6. Make a book about Famous Women OR A Famous Woman OR Your Mother and Her Work. Include, birthdate, birth place, family, work, education hobbies, talents, what important things have they done in their life.
7. Visit work sites where women work in non-traditional roles. What opportunities do women have where you live? Who Made it possible?
8. Play Charades - What can women do? Each child acts out one thing a woman can do.

RESOURCES

Local libraries, local universities church organizations, women's organizations (NOW - National Organization for Women), Ms. Magazine, Parents Magazine, check with them for books, filmstrips, articles.

BOOKS

Fannie Lou Hammer by June Jordon
Helen Keller: Toward the Light by Stewart and Polly Anne Graff
She Never Looked Back: Margaret Mead in Samoa by Sam and Beryl Epstein
Lucretia Mott by Doris Faber
Rosa Parks by Eloise Greenfield
Woman of Courage by Dorothy Nathan
Susan B. Anthony by Iris Noble

FILMS

"Amelia Earhart" 26 minute film - contains actual footage of personal life and flying deeds.

"How We Got the Vote" 55 minute film.

"Women In Sport - An Informal History" 28 minutes.

Making a book about your mother.

CONFLICT RESOLUTION

TIME-OUT AND THE AFTER-SCHOOL PROGRAM

Time-out is one of the most often used consequences for misbehavior. It is a short period of time that is used as an immediate consequence. It occurs within the group's room or environment (if outside). During time-out the child is generally not allowed to participate in any activity or interact with anyone else.

It can be controversial for two reasons:

1. Because of the long periods that are sometimes assigned, and
2. Because it can be over used, limiting the child's opportunities for enriching experiences in the after-school program. (How many times have you heard a child described as "always" being in time-out.)

Long periods assigned to time-out are not useful for changing the child's behavior. Often the child cannot even remember why he or she is "sitting out".

Time-out as an "in-house suspension"-- If a long period of time is used because the child has been out-of-control and allowing them back in the activities would be disruptive to the group, then removal ("in-house suspension") from the area is necessary. This might mean sending them to another part of the building or the director's office.

Different programs often have different viewpoints about the same behavior. Swearing in one program may be viewed much more seriously than in another program where other behaviors such as fist fighting occur. Different behaviors and their consequences need to be put in relative terms within the context of each program. And time-out and other consequences must be used appropriately within this context.

Time-out as a reminder--Programs use time-out as reminders to control running or being loud. In this case a very short period of time is all that is necessary. One idea is to use a one-minute or three minute egg timer and give the children the responsibility for watching their own time---that is---when their time is up, they get up,without needing adult permission, and re-enter their group or activity.

The 5, 10, or 15 minute time-out--This is appropriate for those instances where the child has been reminded once or twice already and now its the third time they've thrown the football in the room or they've jumped on the couch. Or a rule that all the children know about is broken such as throwing rocks on the playgound or throwing wet toilet paper at the ceiling of the bathroom.

Time-out as a more serious consequence-- For some programs time-out is used for more serious behaviors such as swearing at an adult or fighting with another child.

In this case a longer period of time is appropriate especially if the child needs time to calm down or "cool off". However, one or two hours or longer (as we have heard about) is not appropriate.

It also is not appropriate and serves no purpose to carry a time-out over to the next day. The purpose is to have available to the adult a quickly applied consequence that is immediate and stops the disruptive behavior. It is not the purpose of time-out to be "punishment" as "time" served.

ADMINISTRATIVE NOTES

CORRECTION

Last issue in RESOURCES, we reported the excellent school-age child care books by Military Child Care Project from the Superintendent of Documents. We omitted the series numbers by error. They are included with the other titles from this excellent series.

Staff Development Series:

The "Caring" Role in a Child Care Center, Part 1, Orientation. 69 p. $4.50.
S/N 008-000-00363-7

The "Caring" Role in a Child Care Center, Part 2, Relating to Parents. 78 p. $4.50.
S/N 008-000-00364-5

The "Caring" Role in a Child Care Center, Part 3, Relating to Children. 72 p.$5.00
S/N 008-000-00365-3

Caring for Infants.196 p. $6.00.
S/N 008-000-00366-1

Caring for Pretoddlers, (13 to 24 months of age) 151 p. $6.00.
S/N 008-000-00367-0

Caring for Toddlers, (25 through 36 months of age) 161 p. $6.00.
S/N 008-000-00368-8

Caring for Preschoolers, 196 p. $6.00
S/N 008-000-00369-6

Caring for School-Age Children, 175 p. $6.00.
S/N 008-000-00370-0

*Set of the 8 publications described above, at a special reduced price. $29.00
S/N 008-000-00383-1

Child Environment Series:

Creating Environments for Infants, 111 p. $4.75.
S/N 008-000-00371-8

Creating Environments for Pretoddlers, (13 to 24 months of age),119 p. $5.00.
S/N 008-000-00372-6

Creating Environments for Toddlers,(25 through 36 months of age),122 p. $5.50.
S/N 008-000-00373-4

Creating Environments for Preschoolers, 131 p. $5.00.
S/N 008-000-00374-2

Creating Environments for School-Age Child Care, 127 p. $5.00.
S/N 008-000-00375-1

*Set of the 5 publications described above, at a special reduced price. $18.00
S/N 008-000-00384-0

ALL ORDERS MUST BE PREPAID.......

MAIL TO:

Superintendent of Documents
U.S. Government Printing Office
Dept. 50
Washington, DC 20402

DIRECTOR'S CORNER

HEALTH AND SAFETY

Guns and Child Care : Tragic Mix

It seems obvious that guns have no place in day care. The following news report underscores the potential for tragedy.

Memphis, Tenn. - A 4-year-old child, accidently shot and killed the 65 year-old director of a church-run day care center. The woman was killed by a single shot. The child found the .22-caliber pistol in a teacher-aide's purse.

Everyone working with children must be made aware of the possible consequences when guns are carried into children's environments by staff, parents, or visitors.

INFECTIOUS DISEASES AND DAY CARE

There has been much recent media attention to the high percentage of cases of diseases such as Hepatitis A, diarrhea, and H Flu in some child care centers. The blame has been placed primarily caring for large numbers of diapered children in group care and the lack of training and slack sanitary procedures in diapering and food handling.

Preventive Suggestions For Programs With Infants and Toddlers:

1. Wash hands BEFORE and after diapering each child. (Better break out the hand lotion.)

2. Dispose of soiled diapers right away.

3. Disinfect toys every day.

4. Provide training on proper food handling.

For School-Age Programs:

1. If children help with snack, make sure their hands are washed thoroughly.

2. Discuss proper food handling and importance of hand washing after using the bathroom.

3. Bring Red Cross or others in to teach pre-parenting skills (such as proper health practices with infants) to the older school-agers.

For More Information, FREE, Send a stamped self-addressed envelope to:

Infectious Diseases
School Age NOTES
P.O. Box 120674
Nashville, TN 37212

Conference On
Family Day Care Technical Assistance

Where: Atlanta, G.
Date: April 11-13, 1983
Fee: $40 by March 18
$45 after March 18

For more information contact:

Child Care Support Center
Save the Children
1182 West Peachtree St., N.W.
Suite 209
Atlanta, GA 30309
(404) 885-1578

RESOURCES RESOURCES

FREE NEWSLETTER

WELLESLEY SCHOOL-AGE CHILD CARE PROJECT

In response to the Wellesley Project's contacts with hundreds of programs and concerned individuals across the country during the past three years, the Project is offering a free newsletter to be published the first week of February. It is designed to provide updated legislative information, resources, and ideas for communities to create more quality school-age child care.

They intend for it to be interactive with those interested in SACC. They want to hear about successful and unsuccessful attempts to develop programs.

The first issue features a pull-out section on how to design a workshop for school personnel, community agencies, and individuals interested in developing SACC based on school-affiliated, community partnerships. To be put on their contact list write:

School-Age Child Care Project
828 Washington St.
Wellesley, MA 02182
(617) 235-6360 Ext. 2546

CORRECTION

SEE PAGE 6 FOR ADDITIONAL INFORMATION REGARDING MILITARY CHILD CARE PROJECT BOOKS ON SCHOOL-AGE CHILD CARE.

School Age NOTES

P. O. Box 120674 • Nashville, TN 37212

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Permit No. 695

ADDRESS CORRECTION REQUESTED

INSIDE

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Time-Out

Infectious Diseases

INFECTIOUS DISEASE AND CHILD CARE

The following are suggestions for prevention of respiratory and gastrointestinal infections (as well as more uncommon illnesses) in child care.

1) Consult a health care professional if more than one or two children have the same disease.

2) Use disposable tissues for sneezing and blowing nose.

3) Wash mucous off children and toys.

4) Play outside daily and also open windows at least once daily, even in winter, to dilute breathed air with fresh air.

5) Keep room temperature cool to maintain humidity and prevent loss of fluid. Use humidifiers, water pans, etc.

6) Space cots/mats three feet apart at rest time.

7) Wash all surfaces touched during diapering with a solution of 1/2 cup bleach to 1 gallon of water kept in a spray bottle.

8) Wash hands after any toilet-related activity. Turn off faucet with a towel to avoid re-contamination. Use disposable gloves or plastic bags when handling contaminated materials.

9) Place soiled clothing in a plastic bag, unrinsed, to be sent home.

10) Exclude children and staff with diarrhea.

11) Assign each child for physical care to a specific adult.

12) Use stepstools and toilet adapters with flushing toilets instead of potty chairs.

13) Make a rule of not sharing combs, brushes, hats, or towels. (This also helps prevent spread of head lice and scabies.)

Resources

"Infection and Day Care" Child Care Information Exchange, March-April 1983. Back issue $3.50, CCIE, C-44, Redmond, WA 98052.

"Preventing Illness in Infant/Toddler Day Care" Young Children, March 1983. Single reprints $1 from NAEYC, 1834 Connecticut Ave. N.W., Washington, DC 20009.

"Communicable Diseases in Day Care" Mothers Today Preschooler, April 1983. Single complimentary copies available free. Write Pat Bogner, Mothers Today Preschooler, 441 Lexington Ave., New York, NY 10017.

"The Day Care Health Scare: What Doctors Know" Working Mother, July 1983,back issue price $2.50, McCall's Working Mother, 230 Park Ave., New York, NY 10169.

"Infant Care Centers Seen As Major Source of Hepatitus" Child Care Information Exchange, September 1980.

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1983
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FEATURE

THE GREAT BALANCING ACT : THE DIRECTOR/TEACHER ROLE

by Mary Ann Rusch, Director-Teacher, Glendale After School Program

There are advantages and disadvantages to the dual role of the Director-Teacher position. Five of Nashville's School-Age Day Care Director-Teachers offered their perspective of their dual positions as well as offering solutions to help make this demanding position livable.

The Director-Teacher position is actually two jobs under one umbrella. This combination can result in too many tasks to do within a too-little time span. Some of the Director-Teachers interviewed perferred this split in that they had knowledge of the total program and also had the opportunity of working closely with the children. The Director-Teacher position often allows for more openness and respect from the school staff since they are aware of the qualifications and responsibility that goes with this position.

One of the disadvantages to this position include the differences in the attitude that needs to be used when approaching the different job responsibilities. The Lead Teacher role usually has a closer, more personal relationship with the parents due to the frequency of talking with them. On the other hand the Director position occasionally calls for a more administrative approach when dealing with money matters or a severe discipline problem.

The other disadvantage most often mentioned was the Director-Teacher position is not always recognized as a professional position by the parents and occasionally by the Board. One complaint was that Director-Teachers often begin their careers being paid on an hourly wage, thus ending up being considered part-time. They are as part-time employees but expected to work as full time professionals. A salaried position carries more prestige.

SOLUTIONS

People Relationships

Parents--Work toward open communication with the parents involved in the program. You may have to earn the parent's respect for your expertise--be patient--for this respect will generally come. When approaching a parent about their child's behavior problem DON'T greet them at the door with a list of that days misdeeds BUT approach this situation with "your child has been having some problems lately and I was wondering if you had any ideas on how WE can help her". Be willing to listen to what the parents have to say and treat them with respect. Always keep a positive attitude for that attitude may be reflected in how the parents react toward you and the program.

Staff--Try to get the most professional staff that can be put together and have them trained to do any of the Director-Teacher's tasks.

Assign specific duties for different days of the week. Distribute the duties to the various staff members, thus removing some of the pressure off of the Director-Teacher. Also, select staff members that can work easily with all age groups and related well to children as well as to adults.

Board of Directors--The Director-Teacher needs to help the board to realize that this dual position is a professional position and that this person needs to be treated and paid as a professional. Having the Treasurer of the Board to assist with the bookeeping helps to lighten the load. Constantly keep an open relationship and keep the Board apprised of what is going on with the program and encourage them to share some of the responsibilities for the program.

Children-- Have a clear understanding with the children. Respect them and their individuality and develop a personal relationship with each one. Open communication is a must but you must also represent an authority figure.

Attitudes

Flexibility with what's going on at the time is necessary in making this dual role situation livable. Some weeks you may need to spend extra time on administrative duties while at other times extra time may be needed in carrying out the actual program.

With the composition of the children in the program changing from year to year there must be flexibility on where the emphasis of the program should be.

Priorities--Each year's priorities need to fit the needs of the program. A weekly or monthly list of things to do is a must for some of the Director-Teachers interviewed. Without a written list of what is to be done, sometimes major objectives may be overlooked while you are concentrating on some minor goal. The items listed should be given a number rating depending on each item's overall importance. Concentrate on the major goals and fit the other "nice to do if I had the time" goals where time allows. Update and revise these list of priorities often. Make this list work for you--allow it to direct you in doing those high priority tasks.

Relax, have fun, use your sense of humor and enjoy the challenge. You can control this dual role situation--don't let it control you.

Special thanks to the following:

Libby Ellis, Woodmont After School Care
Cindy Thompson, Burton After School D.C.
Peggy Hamacher, H.G. Hill After Sch.D.C
Karlene Polk, City Road Day Care

++

PUBLISHER'S NOTES

**Label changes including address corrections and renewals entered into the computer were complete for all corrections and changes received by March 4th.*

**FREE SCHOOL-AGE CHILD CARE NEWSLETTER ADDRESS CORRECTION*

The Wellesley Project's free SACC Newsletter - intended as a networking tool for anyone involved or interested in school-age child care and available free upon request - has had problems receiving mail addressed to just the street address and not Wellesley College. Also we have listed the phone no. incorrectly twice.

CONTACT: School-Age Child Care Project
Wellesley College
Center for Research on Women
Wellesley, MA 02181
(617) 431-1453

DEVELOPMENTAL NOTES

THE 10 YEAR OLD

General Characteristics....

Is in a comfortable equilibruim.

Is sincere, happy, relaxed, confident, congenial.

Is generally content with self.

Is in one of the happiest of ages.

Poised.

Experiences outburst of happiness--demonstrations affection.

Is able to tolerate frustration.

Has a huge appetite.

A perfectionist - wants to do well, but loses interest if discouraged or pressured.

Relationships With Others...

Home centered - enjoys spending time with family.

Respects parents and their role.

Loves friends.

Gangs and clubs are strong with members usually of one sex...short in duration and a changing membership.

Dislikes being with 6-9 yr olds.

Nurtures preschool and younger children and animals.

Motor Skills...

Eye-hand coordination good. Ready for crafts and shopwork.

Delights in physical activity - running, skating, cycling, jumping.

Intellect & School...

Enjoys learning.

Loves to memorize.

Rather talk and listen than work.

Needs help in planning, but will take initiative and follow through.

Skill development - Without pressure such as cooking, carpentry, pottery.

Activities...

"Fooling around" with friends.

Large muscle activities.

Collecting things.

Doing odd jobs to earn spending money.

Reading.

Making alot of noise.

Morals...

Opposed to cheating.

Believes in justice and fair play.

Argues over fairness in games.

More attention to what's wrong than right.

Sees situations as either right or wrong.

IN SUMMARY, (can you really sum up a ten year old?) the ten year old child is an easy-going person to be around; has lots of interests and is striving to be more skillful.

For after-school programs, problems arise out of ? major characteristics. One, 10 year olds do not like being involved with 9-10 yr. olds. Many conflicts arise out of the rubbing together of these volatile surfaces. However, ten year olds can be ever so helpful with children five and under. The best approach is to allow 10 year olds space and freedom from too close contact with 6-9 year olds and as many opportunities to help with preschoolers.

Second, their STRICT sense of right and wrong makes it difficult for them to see many sides of a situation or to be swayed from their idea of "It's wrong"&"It's not fair." Child care workers can help 10 year olds expand their viewpoints by gently introducing new ideas and options to them for consideration.

by:
Bonnie Johnson

ACTIVITIES

"Mr. Greenjeans, Move Over"

PLANT YOUR OWN GARDEN

by Becky Bowman

WAIT! Don't skip over this page just because all your outside space is paved over or you can't dig up the church lawn. You too can have a garden.

Got A Green Thumb?

"Have you got a green thumb?," the school-age teacher asked of one child.

"Who me? No, my thumb is brown."

Growing Up Green by Alice Skelsey and Gloria Huckaby states that growing up green for a child is a state of mind for both the child and particularly the adults around her.

Spring is the time to think about gardens and growing things. The school-age child needs the experience and reward of working with dirt, plants, water; and reaping the harvest of foods, flowers, and new seeds. Many times the school-age child lives in a concrete world of apartments, sidewalks, and streets. Even if he has some "green" ground around at home; often working parents do not have the time to spend "digging in the dirt."

A good caregiver can provide these experiences for the child and can provide the time and space for wonderful things to happen like---changing that brown thumb into a green one.

City Gardens

Think you have no space for a garden?

-Indoor Gardens are possible! See Growing Up Green (next page) which contains ideas on apartment gardens, growing potatoes indoors in trash cans, etc.

-What about window boxes?

-How about borrowing land? Find someone-parent, board member, staff member etc. who would let a group come out once a week to tend a garden.

Outdoor Gardens

* Goals:

1. To provide an experience that could meet the needs of a wide age group.
2. To provide a highly motivated experience for promoting group co-operation and individual motivation.
3. To help the child understand cause and effect relationships within nature.
4. To actively involve the children in the planning and implementing of a long-term project.

* Plans and Methods:

1. Caregiver discusses with children the kinds of things that could be planted.
2. Caregiver, together with children, draws-up a map of what the garden will look like.
3. Field trip to hardware store to purchase seeds, topsoil, etc.
4. Measure off the garden and stake it off with string.
5. Dig up the ground. You may want to find a volunteer to come with a tiller.
6. Mix into dirt new top soil and fertilizer.
7. Make rows and plant seeds or seedlings. (The children may grow their own seedlings inside and then transplant them to the outdoors. See Growing Up Green for more on this.)
8. Water the garden well.
9. Make a chart for the children to sign-up for watering, weeding, etc.
10. Make a chart to record the number of flowers, vegetables, etc. that are harvested.

Planting a garden outdoors can be a very successful experience. Be sure to plant foods and flowers that are easy to grow in your region. Some example may be, marigolds, radishes, different kinds of greens, squashes, green beans, and tomatoes.

One school-age program in an inner city environment with outdoor garden space available followed the plan described in this article. About 40 children had an active part over a five month time. They were able to harvest mustard greens for lunch for 70 children. They sampled raw green beans, radishes, carrots, and onions. Vases of flowers appeared on the director's desk.

The caregiver provided the supplies, space, and continuous motivation, modeling, and lots of patience through-out the five months. It was a "growing" experience for everyone; everyone who worked, sweated, ate, and "grew green".

Eight year old boy, "I spent the day digging up the dirt. It was really hard work because the teacher said we had to get out the grass and roots. Jason kept crying for my shovel; but, he was too little to use it."

Six year old girl, "The teacher let us water the plants. We had to get a bucket and fill it with water in the house, and carry it out to the garden. I always watered the flowers and tomatoes."

Ten year old boy, "Yeah, we had so many "greens" (mustard greens) that we couldn't cook them all. I got to take home a big bag full, and my mother cooked them."

+++

GROWING UP GREEN

Growing Up Green by Alice Skelsey and Gloria Huckaby; Workman Publishing Co. 240 pages $4.95 plus $1 postage & handling

This was written for parents but is equally valuable for child caregivers. This excellent book covers the How-to's of getting acquainted with the "green" world of trees, flowers, vegetables, fruits,grass to gardening techniques (in and out of doors) to a deep appreciation of the relationship between people and the earth. Its uniqueness lies in its approach to gardening with the child's needs and abilities in mind. The photography captures the special mystery between child and earth.

★ Available from School Age NOTES $5.95 postpaid see page 15.

ADMINISTRATIVE NOTES

BITS AND PIECES

Tired of scrubbing stains from magic-markers that have gone through the paper or have over shot their mark? Try water-color markers such as "Mr. Sketch" made by Sanford's. They look and draw just like the permanent markers but don't soak through paper to the surface below, and they wash off relatively easy. Check your local school or art supply store. (Note the health warning below regarding permanent markers.)

DANGER - Toxic Art Supplies - "Poison Palette" by the Massachusetts Public Interest Research Group lists the following art supplies as potenially dangerous:

- Permanent Markers - unlike water-based markers, these contain solvents that, if inhaled can damage lungs, kidneys and the nervous system.
- Thinners and Rubber Cement - should not be used by any child since they contain solvents, hydrocarbons, alcohols, hexane and toluene (which is the ingredient that gives a high to glue sniffers).
- Glazes - many contain lead
- Acrylic paints - some contain cadmium, ammonia and formaldehyde

"Preventing Illness in Infant/Toddler Day Care" - This is the title of an article in the current March issue of Young Children. Single reprints are available for $1 from NAEYC, 1834 Connecticut Ave, N.W., Washington D.C., 20009

GOAL SETTING - You can't throw a ball, drive a car, or cook dinner without knowing what direction you want to go in. That is, where do you want the ball to go, where are you going in the car, and what do you want for dinner. The same is true for your school-age program. *What are your goals for your program?...*What do you want to achieve?.... *What do you want for the children?....*Do you have any specific goals related to development of parent/program relationship or personal/professional growth of your staff?..... Line up now: guest resource people, field trips, ideas and projects for your summer program. AND, don't forget to involve the children in planning and brainstorming.

Time-savers they never tell you about:

- Everytime you look up a number or address in the phone book doesn't mean you should put it in your phone/address file. Circle it in the phone book - don't be afraid to write helpful notations in the phone book but don't tear out the page - tape a note-pad to the cover. If you call long distance information, put that number in your phone file - you never know when you'll need it again. Use general headings in your file such as parks, museums, etc. - put any admission fees and other pertinent info. next to the phone number.

- When writing standard requests for rates, catalogs, free material that has been advertised, etc. Develop a standard form on your letterhead that can be duplicated. "Please send......We appreciate your prompt attention to this." Better yet use post-cards - eliminates folding, stuffing and sealing envelope, and finding and licking a stamp.

"Before I got married I had six theories about bringing up children; now I have six children and no theories."

John Wilmot, Earl of Rochester (1647-1680)

CONFLICT RESOLUTION

SPECIAL CHILDREN

Conflicts often arise in groups when the needs of special children are not understood by the other children (or by the staff).

Brian was eleven years old and not as quick as his younger, day care companions. He talked to them, but they didn't understand what he was saying. He tried to play cards, but they didn't want him to. He "didn't play right". He wanted to participate but he rarely found the opportunity. So Brian usually was left on the sidelines.

The caregiver began to notice how many times Brian had nothing to do. She began to listen when the other children spoke to him. When they were not telling him simply to go away, they spoke to him as to a two year old.

The caregiver's role became one of modeling and knowing when and how to intervene, so that Brian and the other children could develop a working friendship. During kickball games, she showed him how to play and had the other children wait until he could kick the ball. When a card game was being played, she sat by Brian and helped him play his cards. And every time she heard children talk to him as if he was below them; the caregiver explained to them that Brian understood what they said to him - they could speak normally to him.

After awhile Brian began to participate more. He still needed the caregiver's help, but the other children were beginning to also model behavior and work together with Brian. He still could not do things the other children could, but the others found a companion they didn't know they had before.

by
Annette Shaw
Guilford College
Greensboro, NC

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♫ THE MUSIC BEAT ♫

MUSICAL CHAIRS : EVERYBODY WINS

"Nonelimination Musical Chairs. The object is to keep everyone in the game even though chairs are systematically removed. As in the competitive version, music is played, and more and more chairs are removed each time the music stops.

In this game, though, more and more children have to team up together, sitting on parts of chairs or on each other to keep everyone in the game.

In the end, all twenty children who started the game are delicately perched on one chair, as opposed to nineteen disappointed children standing on the sidelines with one "winner" on one chair.

If you happen to play this game in a park and there are no chairs available, people on their hands and knees can serve as singing chairs. Together they can decide when their music will stop, and as human chairs are removed, they merely join the other group (sitting)." page 30

Source: The Cooperative Sports & Games Book by Terry Orlick
Published by Random House, 129 pages.
Available from School Age NOTES.
$6.95 plus $1.00 postage & handling.

★FOR MORE INFORMATION AND ORDER FORM SEE PAGE 15.

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MAKE A GIFT - DE'COUPAGE STYLE

What is De'coupage? A way to decorate an object with pictures, photos, and designs. Each object can be as unique and different as the children who make them. One great idea for a Mother's Day Gift---A Jewelry Box.

Have Available...

- -Empty boxes (cigar box, shoe box, gift box)
- -Poster paints
- -Paintbrushes (for paint and for glue)
- -Large paper doiles, photos, magazine pictures, postcards, etc.
- -Scissors
- -Liquid white glue or clear varnish

Directions

1. Paint the box with any color poster paint. Let dry.

2. Cut doilies, pictures, photos, or whatever the child chooses to use, into different shapes and sizes.

3. Brush liquid white glue over entire outside of box and cover.

4. Decorate box and box top with doilies, photos, pictures by placing them on the wet glue. Let glue dry.

5. Brush at least four layers of glue on box and top. Allow to dry completely between each layer. You may choose to use varnish instead of glue--two coats is usually enough.

IMPORTANT TIPS:

1. School-agers need a sense of completion. Divide the project into tasks that can be completed each day.
2. Children will find it helpful to lay out and plan their designs before applying first layer of glue.

ADAPTED FROM: Sticks & Stones & Ice Cream Cones by Phyllis Fiarotta p. 112.

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DIRECTOR'S CORNER

NATIONAL CHILD ABUSE PREVENTION MONTH

by Pat Lockett, Family Resource Center, Nashville, TN

April has been proclaimed National Child Abuse Prevention month. It's a time to focus attention on the more than one million children in this country who are verbally, physically, emotionally or sexually abused each year. Just as important, however, is the opportunity to increase awareness of ways to prevent the abuse of thousands of other children. Through the combined efforts of teachers, caregivers, and other professionals in the community much can be done to prevent the further abuse of children in our community.

Information about both the causes and symptoms of abuse/neglect is essential to effectively preventing this serious problem. Teachers, child care staff and other caregivers see children daily whose abuse or neglect go undetected. Children with obvious and repeated injuries such as black eye, broken bones or lesser injuries such as bruises from a switching are rather easy to detect but often leave caregivers frustrated by their lack of knowledge about what to do once you suspect a child is being abused. Whether to report and how to report are critical concerns for most staff.

All states have legislation that stipulates who must report and what conditions must be reported. It is the responsibility of individuals working with children to become familiar with the child abuse statues of their state; specifically related to a person's responsibility for reporting. There are some common elements of the laws; the laws of all states offer immunity to those reporting in "good faith". They offer anonymity and ways of protecting the reporter.

In most states suspicion that an injury or harm to a child by a parent or other custodian was inflicted is all that is necessary to report. You don't have to "prove" a child was abused to make a child abuse report. One need only the child's injuries/condition or nature of the harm to include name and location of who harmed the child if known.

The child protection agency is the legally mandated agency for reporting in most states not the police. This agency has responsibility for treatment and follow-up with families. Their early involvement is significant to the child's protection. Once reported the child protection agency follows through.

What about the child whose injuries aren't so obvious? All teachers/caregivers have encountered the child who has many problems; he/she is aggressive or withdrawn, a

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"bully" or exhibits other forms of disruptive or sometimes bizzare behavior. This child might be a child who is abused or neglected. Every "problem child" is not an abused child, however, children who are abused or neglected are more likely to exhibit acting out or aberrant behavior, thereby giving off signals long before most adults become aware.

The sexually abused child is the most troublesome. Our strong feelings about the sexual exploitation of a child can be conveyed to the child who shares that information. School officials, like other agencies who see children, can overreact creating an additional emotional burden for the child victim of sexual abuse. A calm, caring attitude is important. The teacher or caregiver's ressurance as a person known to the child becomes the child's support throughout what might be a long scary process.

REMEMBER:

* Be observant of unusual or repeated injuries.
* Be aware of unusual behaviors and consider abuse/neglect as a possible underlying cause.
* Remember parents who abuse their children are ordinary and "normal". They come from all social and economic groups.
* Be supportive of the child.
* Be knowledgeable of the law.
* Be empathetic toward the parent.
* Contact the social service agency responsible for investigating.
* All child care agencies need a protocal for handling suspected cases of abuse.
* Don't panic or convey your feelings about the situation to the child. This is especially significant in sexual abuse.
* Join forces with other professionals and agencies in your community to prevent child abuse through the development of parent support groups as well as parenting and parenthood education groups.

For more information or if you wish to have someone speak to your staff, contact your local child protection agency. If not sure who to contact, ask your child care licensing office.

PARENT'S A PARENT HANDOUT CORNER

MAGAZINES AND NEWSLETTERS
FOR
PARENTS

The following are resources with helpful information for parents of school-age children. Other excellent publications that predominently cover infants and preschoolers are not listed.

Working Mother (not to be confused with Working Woman) - Deals specifically with issues of concern to mothers who work. Articles cover "at-home issues" and "on-the-job issues". Information related to day care is also prominent. 12 monthy issues $9.95. (Also available on some newstands.) Working Mother, P.O. Box 10608, Des Moines, IA 50381.

Parents - One of the best, most economical, all-round parent magazines available. Contains many articles, question and answer sections, "news you can use" type sections and assures your child's age range is covered by including in each issue eight separately written columns called "As They Grow". 12 monthly issues $9.95. (Also available on newstands in certain cities.) Parents, Subscription Dept. Bergenfield, NJ 07621.

The Newsletter of Parenting - This 16 page newsletter condenses and summarizes information related to parenting that appeares in a diverse range of magazines and journals as well as carrying short articles by experts. Subjects covered vary from "What to tell the kids about Santa Claus", to " Electronic Games as Learning Tools". It is published by the excellent children's magazine Highlights for Children. (Available by subscription only.) 12 monthly issues $11.95, The Newsletter of Parenting, 2300 W. Fifth Ave., P.O. Box 2505, Columbus, OH 43216.

Pediatrics for Parents: The Monthly Newsletter for Caring Parents - A 10-page monthly newsletter designed to keep parents better informed of "new" advances in health care for children as well as day-to-day, self-care information. Different issues have contained Tips or articles related to the use of aspirin, earwax, sugar in cereal and its promotion on TV, and how the toothbrush was invented. 12 issues for $12.00. Pediatrics for Parents, 176 Mt. Hope Ave., Bangor, ME 04401

The Exceptional Parent - is a monthly magazine for parents of children with disabilities. For subscription information write: The Exceptional Parent, 296 Boylston St., Boston, MA 02116 .

Practical Parenting - Edited by Vicki Lansky. A newsletter of tips and ideas for parents. Includes contribution by parents from their own experiences with what worked best with their children. 6 issues per year for $6.50. Practical Parenting, 18318 Minnetonka Blvd, Deephaven, MN 55391.

Nurturing News - A newsletter for and about the men who care for children. 4 issues for $7.00. Nurturing News, P.O. Box 1813, Santa Ana, CA 92702.

For Parents - is a bi-monthly newsletter that shares positive Christian parenting concepts through ideas, tips, and games that enhance individual self-concept while building family or group identity. 6 issues per year for $10.00. For Parents 7052 West Lane, Eden Lane N.Y. 14057

PARENT HANDOUT - MAGAZINES AND NEWSLETTERS FOR PARENTS - Con't.

* *THE FOLLOWING WE HAVE NOT REVIEWED BUT MAY BE OF INTEREST TO YOU.*

The Single Parent - Parents Without Partners, Inc., 7910 Woodmont Ave., Washington, D.C. 20014

Stepfamily Bulletin - Human Science Press, 72 Fifth Ave., New York, NY 10011.

Parents' Choice - Reviews children's books, television, movies, music, story records, toys and games. Parents' Choice Box 185, Waban, MA 02168

Co-Parent - P.O. Box 92262, Milwaukee, WI 53202.

Action for Children's Television , 46 Austin St., Newtonville, MA 02160.

Equal Play - Women's Action Alliance, 370 Lexington Ave., Rm 603, New York, NY 10017

For CANADIAN and FOREIGN RATES: Contact the publication.

NOTE: The Sesame St. Parents' Newsletter (NOT the Sesame St. Magazine for Children) has ceased publication as of the March 1983 issue.

Families Magazine (a Readers' Digest publication) an excellent resource also is no longer available.

NOTE: Many of the publications on these two pages will honor requests for a sample copy and current subscription information.

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MEDICAL TIPS*****MEDICAL TIPS*****MEDICAL TIPS*****MEDICAL TIPS*****
*****MEDICAL TIPS*****MEDICAL TIPS*****MEDICAL TIPS*****MEDICAL TIPS*****

Anyone who has ever worked with children know that bumps, cuts, and scrapes are a regular part of the children's day.

School-agers do have a greater understanding of safety, primarily because they have past experience and mistakes to base decisions on. School-age children are learning how to avoid hurting themselves, but accidents do happen. Here is a helpful first-aid tip for a common "hurt".

Mouth Cuts

Cuts inside the mouth tend to bleed a lot and it is often difficult to get the bleeding to stop. Place a WET TEA BAG on the cut (also works great against the gum where a tooth has just come out). There is a chemical reaction between the tea and the enzymes in the saliva that help in the clotting process.

Source: Callie Charping, R.N.

Frozen Peas Icepacks - Do you find it difficult to keep ice, used to keep the swelling down on minor injuries, from dripping all over? And if the piece of ice is too large it doesn't fit around the injury. Sound familiar?

"Use a bag of froxen vegetables especially green peas. They are inexpensive, mold to the injury site, have a large surface area, are reusable until the package is opened and come in a relatively puncture proof bag. When they melt down you don't get the mess of ice cubes. Emergency Medicine, 9/30/82 "

Source: Pediatrics for Parents, November 1982 (For more information about this helpful newsletter see page 12.)

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ARE YOU PREPARED FOR MEDICAL EMERGENCIES?

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the first-aid handbook for childhood emergencies

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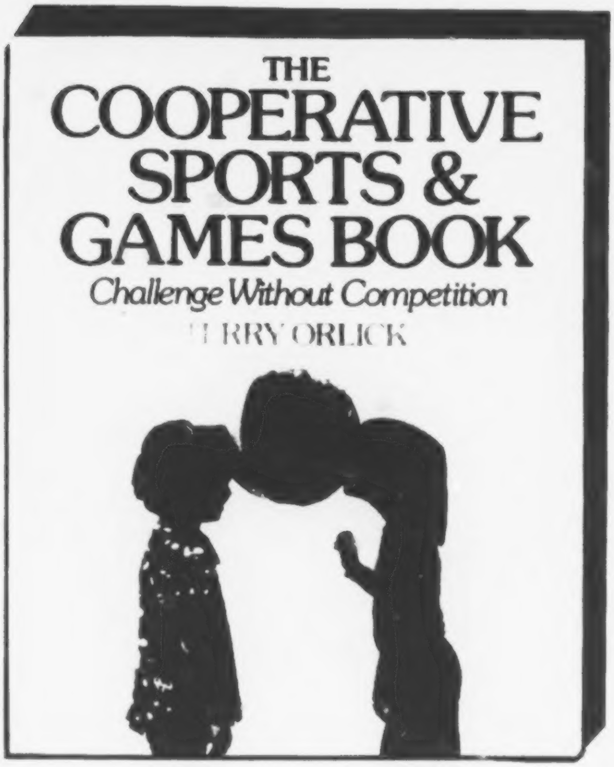
SEE PAGE 15

"We were so pleased with A Sigh of Relief we want to order 3 more copies."
La Mesa, Calif.

MINI-SHOPPING GUIDE to SCHOOL-AGE CHILD CARE RESOURCES



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☐ *School-Age Child Care: An Action Manual* 486 Pages	$13.95
☐ *Growing Up Green..240 pages of nature ideas.....*	*$ 5.95*
☐ *Cooperative Sports & Games Book..Everybody wins..*	*$ 7.95*
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RESOURCES RESOURCES

SCROUNGER'S CORNER

Toys and equipment - Check your yellow pages for wholesalers of toys, novelties, equipment etc. Ask them what they (or the manufacturers) do with their "seconds". They often will let you have them.

Also retail or "discount" stores often will give you damaged games and equipment. Sometimes after explaining who you are and what you do they will donate new ones. Get parents or volunteers to do this "leg-work".

Write them a letter thanking them include some artwork - better yet have some of the children write thank-you's telling what they did with the donation.

NEW SNACK BOOK

Super Snacks by Jean Warren is 160 - no sugar - no honey - no artificial sweetners recipes for children. Most can be done by school-agers.

The book is arranged by months to take advantage of seasons and holidays with appropriate recipes.

Super Snacks, 64pp $4.50 (postpaid)

Warren Publishing House
PO Box 2253
Alderwood Manor, WA 98036

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PUBLISHER'S NOTE: We now have 2 Post Office boxes should you notice a new box number - the increase in mail volume made a second box necessary.

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Vol.III #5

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FEATURE

CHANGING FOR SUMMER

by Rich Scofield

If this summer you have the same children, same adults, same environment, and same program, you should consider how to change and rearrange these to provide an exciting and challenging summer program.

Change the Environment - Re-arrange the rooms you use....Make them very different for summer...Have the children help plan the rearranging.... Add or subtract tables, furniture, shelving, lighting, wall decorations ....Add lots of soft space for the slower pace of summer - overstuffed chairs, carpeting, floor pillows....Add new interest centers and put away old interest centers....Add tent type structures to both indoor and outdoor spaces....Add to playground new building materials such as old tires, boards, barrels, (paint them bright colors to avoid junkyard look) and make sure water play is available....Move some of the interest centers outside for the day such as art easels and woodworking....Plan lots of field trips even if it only means walking to a nearby park.

Change the Children - Rearrange groups....Perhaps break into age groupings and assign primary caregivers....Allow friends to visit....Arrange for some children to visit another center and vice versa.

Change the Adults - Arrange for guest instruction by adults (including parents and teenage siblings) who have special talents and skills; check with public relations departments of police, fire departments, hospitals, armed services recruitment offices, manufacturers,many have school visit programs designed for elementary-aged children and they are not as busy in the summer....Just as you might have some children switch centers for the day, have an adult or two from the other center switch places (visit) for the day.

Change the Program - Changing the environment such as different interest centers and more field trips is part of programming differently....New interest areas might include new pets, cooking or snack preparation (more time for this is available in summer)....Visit where parents work ....Try different themes or units - Use Kids' America for ideas.... Arrange with a computer store to sponsor a computer camp at your center ....Borrow video tape equipment and have kids film their own movie.

Brainstorm with others (and with the children) to find ways of changing the above four elements of your program to create a summer that all enjoy. The following page includes questions from a summer program checklist from Creating Environments for School-Age Child Care.

RATE YOUR SUMMER CHILD CARE PROGRAM

____Can the children plan and carry out long-term projects?

____Do the children have adult help when needed but can carry out projects with some degree of independence and privacy?

____Do the children have opportunities to test the limits of their skills and strengths in activities that have a small element of risk such as climbing trees, taking hikes and building fires?

____Can children choose to do real work around the center like painting or making minor repairs?

____Do the children find a large variety of games in the center?

____Can the children select games and activities they like, and ask and get good suggestions from caregivers as needed?

____Are caregivers or other adults available to show "how to" and teach interesting skills?

____Are activities offered that use special tools, such as woodworking and pottery?

____Are there opportunities to leave the center and explore the community with caregivers or to swim, bowl or participate in other activities?

____Are there opportunities for field trips to different kinds of places?

____Are there opportunities for the children to earn money by doing chores in the community?

____Are there times for the children to be left on their own to find their own solutions to the "there's nothing to do" problem?

TWO SUPER RESOURCES!!

Creating Environments for School-Age Child Care 127 pages, $5.00
Order# S/N 008-000-00375-1

An organized approach to designing the curriculum and planning activities for school-agers.

- Arranging space for school-age children
- Encouraging development through play
- Using materials in creative ways

Caring for School-Age Children 175 pages, $6.00
Order# S/N 008-000-00370-0

This has been set up for use as a self-paced training module which makes it ideal for staff discussion in small "bite-size pieces". The following are just some of the topics discussed:

- How can you keep school-age children interested?
- How do you handle school-agers' disagreements?
- How can you make it easier for school-agers to behave in acceptable ways?
- What about the older child in school-age care?

Order from: Superintendent of Documents
U.S. Gov't Printing Office
Dept. 50
Washington, D.C. 20402

See the following issues of School Age NOTES for more all day and summer program ideas:

From Bound Volume I - Jan/Feb, 1981
March/April, 1981
May/June, 1981

From Bound Volume II - May/June, 1982
July/August, 1982

DIRECTOR'S CORNER

IS YOUR COMMUNITY SUPPORTING AFTER SCHOOL CARE?

The Wellesley School-Age Child Care Project is collecting information about how state legislatives and local school boards are developing policies toward school-age child care programs that use public school space. Several states already have legislation that outlines the use of school buildings for day care programs these include Oregon, Connecticut, Massachusett, and Virginia. The Project is particularly interested in receiving copies of enabling legislation or regulations regarding school-based programs.

The Progect is also interested in the following:

1. What regulations does your state have about use of public schools by non-school groups?

2. What are your local school board policies regarding use of school space and charging rent or fees for such use?

3. Are school boards setting any programmatic guidelines for groups in schools or programs that are administered under school jurisdiction.

4. Who monitors the quality of programs in public schools if they are exempt because they are in a school building?

5. Has licensing of school programs been an issue in your community? Are there different lines of jurisdiction between after school programs in public school buildings and other programs such as State Education Department regulating school-based programs and State Day Care Office regulating the others?

6. Do you know any programs that have ever had problems with the issue of liability such as who is responsible for the child between school and arrival at your program?

7. In your community or state, have there been any cases of lawsuits related to use of school space or responsibility for children between school and arrival at program?

Send information to or contact:

Mickey Seligson
School-Age Child Care Project
Center for Research on Women
Wellesley College
Wellesley, MA 02181
(617) 431-1453

NEWS & IDEAS YOU CAN USE

Rest Time Idea - Want something different for your rest times during the summer? The children's Radio Theatre has many of its award-winning broadcasts available on cassette tapes.

Tapes cost \$6-\$7 each and include folktales, musical revues, and original plays complete with music and sound effects. For cassette catalog contact:

Children's Radio Theatre
1609 Connecticut Ave. N.W.
Washington, DC 20009

Child Care Law Center - They are interested in any legal issues child care centers have had to deal with. Also, they have information available on both legal issues and employer supported child care. Ask for materials brochure.

New Address: Child Care Law Center
625 Market St., Suite 816
San Francisco, CA 94105

The mild winter means a bumper crop of insects. An increased threat of Rocky Mountain Spotted Fever is projected for the Southeast and other states with tick-infested areas. (See page 12 "Coping with Insects")

ACTIVITIES

NEIGHBORHOOD EXPLORATION

By Susan D. Antenen

Children and teachers too often think that environmental education takes place in the country, on a school field trip or when a naturalist is talking. Not so, environmental education simply means "learning about your surroundings". That means anywhere--indoors, outdoors, in the city, in the country, and in the suburbs. Nor is it the domain of experts. You are all capable of teaching environmental education; call it neighborhood exploration.

This article promotes a type of after school program that is fun, interesting, and educational for the children, satisfying for the teachers, and that adds substance and continuity to your program through the year. The advantages of using your immediate neighborhood are obvious: it's close to home, has built-in interest for the children, is cheap, doesn't require a bus, facilitates short trips, and frequency of visits.

MAKE A NEIGHBORHOOD MAP

Do you really know your neighborhood? A neighborhood can yield limitless maps and a general walk with your class around the neighborhood, choosing one main route, is a good way to begin. Once your basic map is decided you will want to start "theme walks", on local nature on the block, architecture, points of interest (the oldest house, shoe store, police station, etc.). The maps can be drawn or painted on all sizes of paper, made out of different colors and patterns of contact paper on the floor, or constructed three-dimensionally out of boxes and scrap materials. To get year-long mileage from mapping the neighborhood, you will want to vary the route of the trial, use it for different purposes, and work as individuals and as a group on projects. In a sense, the maps become an ever-growing atlas of your community.

Children enjoy interviewing each other and adult local residents. Older neighbors will describe the past and talk about changes. You can interview working people at the ice factory, firehouse, pizza shop, police station, shoe repair shop, grocery, and florist shop. Don't ignore the men with the back-hoe doing road excavation (what's under the street? how does the machinery work?) After these interviews the children may be able to isolate one or two community issues.

While you're on the streets, examine the construction of the neighborhood and collect small sample of the building materials---bricks, cement, metal, wood, rock. The local historical society is able to tell you what architectural style your neighborhood is and when it was built. You can make rubbings of architectural features.

There are many ways to make your center's presence felt in your community. Care for the street trees growing on your block. Mount flower-filled window boxes on your building. Make a mural outside of your center. If you tie in with other community groups, you can organize a block clean-up, have a booth at a street fair, or seek a grant to improve the neighborhood.

In addition to exploring your immediate neighborhood, occassionally you will want to travel further afield to give your class a broader perspective. Don't save all your field trips for the summer. Museums, city parks, orchards, farms, historic communities, nature centers, airports, and cemeteries are just a few field trip possibilities.

The more people who take an interest in your class, the better. A nationwide program that every after school center can call upon is the Agricultural Extension. Extension agents can give talks and demonstrations on gardening, forestry, nutrition, or domestic animals (varies regionally). Naturalists, museum educators, community gardeners, nutritionists, artists, and dancers are specialists your class can invite. It is, however, up to you. YOU MUST CALL THEM. If New York City is any indication, these outside resources don't even know that after school day care exists. Therefore, you must take the initiative.

As soon as you're underway with neighborhood exploration, make the physical place of your classroom reflect the activities and discoveries,...the maps, the pictures, vocabulary, models, banners, rubbings. As a group you can keep a neighborhood journal with words and pictures; what's happened, what is blooming, the weather, new bits of information, local news, what the birds are doing, and on and on.

In conclusion, your local community is a never-ending source of activities, information, and resources. To begin, do a neighborhood survey. Find out what's there and who's there. Once you start, there's no end.

Susan Antenen is the School-Age Coordinator for Wave Hill, an environmental studies center in the Bronx, New York.

Check your community for resources for opportunities for swimming on a daily basis or special trips to beaches or pools.

SUMMER PROGRAM TIPS

Try Some New Ideas for your summer program. Children and teachers need the stimulation of something different as well as the change of pace summer provides. Looking for new ideas and different approach can often give summer programs the shot in the arm they need. This summer take your good ideas and put them into ACTION.

Have You Tried This?

Have a contest to name the summer program (The Summer Seekers, Kid's Alive, Summer of Friends, Exploring Unlimited, Adventure Time Program, Summer Raiders).

---How About A Mascot?
---An Emblem? (Kids can draw them) Relate it to summer program name or theme.
---A Program Theme Song? (Rocky, E.T. Pac-Man Fever)
---A Password? Secret Handshake?

Have a panel of children selected by the other children be the judges for choosing the above or have a lesson in democracy by taking a vote.

New Kids

Often in your summer program there is a sudden influx of new children.

*Make sure they get paired up with someone who can help them learn your program's routine.

*Give them two rules to guide their behavior (these can apply to the others as well).

1. We don't do anything that might hurt ourselves or others.
2. We don't do anything that might destroy property.

*Do a bulletin board featuring the new kids - pictures of their family, pets, friends - drawings - special interests.

*At the end of the first week, send home a note to the child's family about how well the child has adjusted.

CONFLICT RESOLUTION

PADDLING, WHIPPING, SPANKING

by Rich Scofield, Editor

Recently corporal punishment has been making news headlines. Corporal punishment is a controversial subject with professionals taking stands on both sides of the issue.

Incidents of child abuse charges against teachers and cases of reviews of state and local laws have been reported. There has been much advocacy to ban corporal punishment either in school systems or day care centers but also some cases of lifting of such bans.

With regard to discipline and punishment, spankings are easy to administer and often appear to have quick results. Parents have used the technique for thousands of years. (We also have had war and killing for thousands of years thus a historical perspective is not necessarily a justification.) One of the problems with spanking is it often is done because the adult is angry or frustrated with the child.

There also seems to be a cultural linkage between what children expect and how they view whether you care about them. A child's view of "if you spank me that means you care", does not seem to make any sense at first. I first encountered this when I left a school system which "did not spank" and entered a culture outside the U.S. where a twelve year old in my class said "Please beat us, then we will behave." Corporal punishment was used at home. The children associated beatings with caring.

Children want order to their lives and want to know that adults will prevent chaos. By providing firm limits with definite consequences you are saying the adults will protect you both from others and from yourself. We can care for them and give order to their lives without resorting to spanking. Not only can we show children we can care for them without violence, we are showing them models that they can use when they are parents, teachers, or caregivers.

How do we prevent the over use of spanking, that is, every misbehavior is met with the paddle? And how do we prevent severe beating that leave bruises and injuries to the child?

As parents the occasional spanking of a young child for a serious (dangerous) misdeed may not be out of line. However, as caregivers of other people's school-age children, we need to carefully examine our policies.

1. These children are not our own children.

2. Spanking especially in group care makes the statement that it's okay to hit others if you don't like what they are doing.

3. We are suppose to be setting models both for children and for parents. Firm guidelines consistently enforced with appropriate consequences help children learn self-control and provide a model of discipline parents can use.

4. Deciding not to use corporal punishment eliminates all the rule-making around spanking such as when, how hard, what ages, for what misbehavior, by whom, reporting to parents, written reports, etc.

5. Not spanking also prevents any lawsuits or child abuse charges.

The following are some of the news reports on corporal punishment.

....New study surveying principals across the country reported 3 out of 4 principals use corporal punishment. Almost none in the Northeast, almost all in the South. Boys outnumbered girls in receiving the paddle and there was an alarming amount of such punishment used against mentally handicapped students.

....Midwest City, Okla....An elementary school principal was arrested on child abuse charges accused of beating a 10-year-old girl with a paddle.

....Chattanooga, Tenn....An elementary school teacher was convicted of assault and battery for paddling a second-grade student hard enough to bruise his thigh. The child was paddled for not doing classwork and was whipped again in front of classmates for joking about the punishment.

....Franklin, La....The parents of a 10-year-old girl, who was paddled for not doing her homework,filed battery charges against the teacher.

....Little Rock, Ark...New state regulations allowing licensed child care facilities to administer corporal punishment have been criticized for not setting a minimum age and not designating methods that can be used.

....Raleigh, NC....A bill was introduced requiring parent's permission before a child was "whipped". Some 60,000 paddlings are administered annually by educators. A rally in Greensboro opposing the bill and supporting a ban on paddling was scheduled.

....Sacramento, Cal....Another bill to exempt church related child care programs from day care licensing regulations has been introduced to the state legislature. Some have called it "the kid slapping bill" because present regulations ban corporal punishment in child care facilities.

....Charleston, W.Va....Paddling is back in the schools under recently signed law in West Virginia. However, there are 15 rules and exceptions to the punishment procedure. It must be administered only as a last resort and "without anger, malice or wanton use of force" reports Education Week. Conditions of severity of spanking are outlined. Also parents must be notified 12 hours before the spanking takes place; a written report must be in the school's files within 24 hours and parents must be notified of the incident within 3 days.

....Winter Park, Fla....A fourth grader's mother who said a paddling left large bruises on her son, filed child abuse charges against the elementary school.

....Montpelier, Vt....Corporal punishment with parent permission should be allowed in day care centers, say Social and Rehabilitation Services officials. Currently there is a state ban on spanking.

The Bottom Line

Even if you don't agree philosphically or you don't see it as a clear "to spank or not to spank" issue, the bottom line is corporal punishment puts you at risk for criminial charges or civil lawsuits.

I hope this article stimulates discussion among your own staff around their feelings and the feelings of your program's parents over this controversial subject.

PADDLES AWAY

Paddles Away: A Psychological Study of Physical Punishment in Schools by Adah Maurer

This book examines the sanctioning and teaching of violence in America through our public and private schools. It "tells the story of offical school violence against children: broken bones, knocked out teeth, twisted testes, welts and bruises by the hundreds of thousands for such heinous breaches of the peace as chewing gum, arriving late or underlining instead of circling as instructed".

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ACTIVITIES

PUPPET PLANTERS

Really want the children to have experiences with the world of plants and trees, but can't stand the thought of growing sweet potato plants one more time?

Growing Up Green presents an approach for wherever you are - city streets, grocery store, shopping mall, suburban home or out in the country - you can appreciate and share with children our beautiful green world. The book is chockful of different and simple "green" ideas. Here's one:

Puppet Planters

Materials needed:

1. One plastic hand puppet (often given away as novelties by fast food restaurants.)
2. Potting soil
3. Seeds (orange or lemon work best)
4. Rubber bands
5. Water

Directions:

1. Fill puppet including arms with potting soil
2. Dampen soil with a fine spray of water
3. Close bottom of puppet tightly with rubber band
4. Poke 6 holes in bottom of puppet bag for water to soak thru later
5. Poke holes thru side of puppet's hands
6. Plant seeds in holes in puppet's hands
7. Stand upright in a shallow container
8. Watch for seeds to sprout, sprouts need help to grow thru holes

School-age children will enjoy creating plant puppets for their own use or to give as gifts.

* * *

GROWING UP GREEN
Parents & Children Gardening Together

★★★ Growing Up Green by Skelsey & Huckaby
240 pages $4.95 plus $1 post.& hand.

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See SPECIAL OFFER page 15

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DAY CARE
Scientific and Social Policy Issues
Edited by **Edward F. Zigler**
Edmund W. Gordon
Yale University
Written under the auspices of the American Orthopsychiatric Association

Growing acceptance of the day care concept has accelerated debate over related social, economic, and developmental questions. In *Day Care*, psychologists, educators, psychiatrists, economists, pediatricians, public health workers, and two U.S. Senators (Orrin G. Hatch and Edward F. Kennedy) carefully examine the effects of day care and analyze policies affecting its delivery. Among the issues investigated are—

- day care and the parent-child attachment
- benefits of quality care
- potential trouble spots
- government's role
- areas for additional research

Policy options for breaking the day care stalemate are considered and a series of policies suggested that will promote good child care.

Order your copy now. *Day Care* clarifies the critical issues and points the way to achieving quality care at an affordable cost to those who need it.

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ADMINISTRATIVE NOTES

NEWS & IDEAS YOU CAN USE

Summer trips need not be to "flashy" (expensive) places such as amusement parks. In some cases children have been to local "hot spots" with parents, grandparents, class trips etc. but they haven't had the simple pleasure of exploring a local park. Trying out the various playground equipment, water fountains, soft ball fields, creeks and cooking on stone grills often can be as exciting as an over-visited amusement park (well, almost as exciting.)

Now is the time to remove an interest corner you've had for a long time and do something in that space you've always wanted to do. ---- Theatre --- Computer --- Dance --- Pottery.

Dangerous wading pool drain grates must be checked for broken or damaged covers. In two different cases 4-year-olds have had their intestines sucked from their bodies after sitting on or being trapped by broken or missing drain covers. In a municipal swimming pool that was being drained, an 11-year-old went back in to get his diving mask and was sucked into the drain. He was saved by quick acting lifeguards.

Tired of losing game pieces? - Try ziplock bags for checkers and other games with small easily lost pieces.

"Infection and Day Care" by Dr. Susan Aronson in the March-April issue of Child Care Information Exchange is one of the best articles on this subject - practical preventive suggestions are given. The March-April issue is available for $3.50 from Child Care Information Exchange, C-44, Redmond, WA 98052.

FREEBIES & CHEAPIES

Free Educational Materials when you send in soup labels. The Campbell Soup Co. gives credit for their labels on educational materials and equipment. Think of how many labels your program could collect if you tap into all the parents, grandparents, and their neighbors. Participation is limited to programs with children five years old or older. For more information contact: Campbell's Labels for Education Program, PO Box 1983, Maple Plain, MN 55348

Free & Inexpensive Activity Books - Yikes! Our summer program is ready to start and we don't have any activity or arts & crafts books and we don't have any money left in our summer supply budget. Try your public library. Look in the card catalogue under children's activities or arts & crafts also ask the librarian. Both the Girl Scouts and Boy Scouts have inexpensive pamphlets and books with activities. Look in the telephone book for their headquarters. Also the books are often sold in the same department stores that carry their uniforms. P.S. If you do have some money in your budget, don't forget to check out the resources available through School Age NOTES see page 15.

Free airplane materials - Recycle the fast food Styrofoam sandwich containers by making model airplanes. Since Styrofoam is easier to cut and cheaper than balsa wood it makes an ideal substitute for that material. There's even a book on the topic. Styro-Flyers: How to Build Super Model Airplanes from Hamburger Boxes and Other Fast Food Containers by Platt Montfort (Random House, 1981) Check you library or local bookstore. For more great recycling ideas see RE/USES reviewed on back page.

DEVELOPMENTAL NOTES

KID TRENDS

....Watch for more Star Wars, space hero play as the "Return of the Jedi" and "Space Hunters"hit the movie theaters this summer. (Even if the kids don't see the movies, they still are affected by the media blitz on TV.)

...."Dungeons & Dragons" banned in after school programs in Alamorgordo, N.M. by the school superintendent who said the game "borders on the occult". This game involves imagining a maze of dungeons filled with monsters, magic and treasures.

....The Wacky Wallwalker will be descending your walls soon. Colored, plastic blobs with eight legs are the latest craze. They stick to walls or windows and slowly crawl down - enough to give you shivers if spiders aren't your favorite pets. CAUTION - while we have heard of no incidents, we question the safety of these around small children who may put these in their mouths and accidently choke on them.

.... A new tooth-paste tube of bubble gum called Tubble Gum will try to win kids spending money when it is introduced early next year. We doubt it will be a hit with caregivers and parents that find squished tubes on carpets, couchs, and auto seats.

...."Friendship pins" - colored plastic beads on safety pins attached to shoelaces started showing up last year in Nebraska and now are making a hit with school-agers in California. This is a unique reversal of trends since California is often the birthplace of such fads. The beads are traded as tokens of friendship.

....Have a favorite Girl Scout cookie? A quarter of the 127 million boxes sold last year were chocolate mint thus maintaining its "favorite cookie" status.

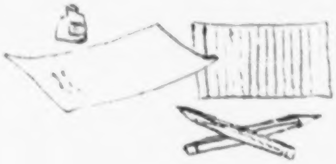
BITS & PIECES

When planning for summer, remember these developmental "bits & pieces".

5 & 6 year olds will seek out types of activities such as letting play cars go down a track and jump or "crash". They will do this over and over and over again. Or they will test and practice physical skills such as climbing and jumping off, even though they have mastered it. Older children tend to test their limits, and once they know they can do it, they move on to something else. However, the older children are interested in improving motor skills. (Evidenced by the popularity of video games.)

These developmental differences are important to remember if teaching individual skills in areas such as swimming. The 5 & 6 year olds will "bob" all day while the older children are anxious to move on to other skills.

9, 10 & 11 year olds are anxious to use the adult skills they have such as writing. They also are at a stage where they like schedules, rules, lists, secrets, and friends. This sets the scene for lots of activity ideas that take advantage of this developmental stage. It may be a summer diary including program events, friends and outside interests. Or it may be making lists of all the things to take on the picnic, the rules for the pool or secret codes for their favorite friends. Rest time provides a quiet atmosphere for writing and thinking. (See the May-June 1982 issue of S.A. NOTES for ideas about newsletters by children.)



PARENT'S CORNER: A PARENT HANDOUT

BITES & STINGS: COPING WITH INSECTS

Stings Can Be Serious.....However, allergic reactions can now be controlled with a vaccine. Ask your doctor about the new vaccine made from the venom of five different insects (honeybee, yellow jacket, wasps, and two kinds of hornet). The vaccine was approved 4 years ago by the Food and Drug Administration and is 97% effective in preventing a severe reaction to the stings of these insects.

Symptoms of a Bad Reaction

-loss of consciousness
-drop in blood pressure
-breathing stops

Less Severe Reactions include:

-general swelling of the body
-swelling of upper airway or larynx
-shortness of breath and asthma
-nausea

***Generally the faster the reaction the more dangerous the sting.

Minor Reactions---local redness & swelling, generally gone within 24 hours.

First-Aid for Minor Reactions - - - Bee sting - remove venom sac by scraping gently not squeezing (wasps, hornets and yellow jackets do not leave venom sacs) - - - wash with soap and water.

Treatment for Minor Reactions - - - Over-the-counter medication such as chlorphenirmine (generic name) are available but not suitable for more severe reactions.

TICKS Prevention of Rocky Mountain Spotted Fever (RMSF) is accomplished by early and proper removal of tick on skin. If a tick is carrying RMSF it must feed 4-6 hours before the disease is transmitted. Thus.....Inspect child immediately after playing in tick infested areas.

....Remove tick by gently pulling with tweezers or with fingers and tissue paper.
....If head remains attached treat with alcohol, body will naturally seal off that area.
....Should local infection occur see doctor.
....Initial symptoms of RMSF are high fever and aches followed by rash of spots that disappear when pressed - - CONTACT DOCTOR IMMEDIATELY IF RMSF SYMPTOMS DEVELOP

CHIGGER AND MOSQUITO BITES

Wash with soap and water - Treat with calamine lotion and other over-the-counter preparations to relieve itching.

Prevent Stings by: -using commerical repellents in mosquito areas

-being aware that bees etc. are attracted by the following:...floral patterns on clothing ...perfumes...hair sprays...cleaning fish...eating outdoors
-wearing foot gear in grassy areas (bees are certain to sting barefeet if stepped on)

References: A Sigh of Relief: The Handbook for Childhood Emergencies
"Insect Stings - What to do about them" U.S. News & World Report, May 11, 1981
Nashville Tel-Med tape on Rocky Mountain Spotted Fever

This is a reprint of a parent handout from Bound Volume II of School Age NOTES.

EMPLOYER SUPPORTED CHILD CARE

RESOURCES...RESOURCES...RESOURCES...RESOURCES...RESOURCES...RESOURCES...

....Encouraging Support to Working Parents: Community Strategies for Change by Dana Friedman has just been published. It updates recent developments in the fast changing field of employer supported child care while putting the total picture in perspective of how current trends are shaping the future direction of support to working parents. This is a "must" book for those interested in this subject. 169 pages, $9.00 (post paid) Order from: Center for Public Advocacy Research,12 West 37th St. New York, NY 10018, (212) 564-9220.

....Families and Workplace one of the best employer supported child care series yet published. Appearing in The Children's Advocate, it includes articles by Sandy Burud and interviews with Paul Proett (on Marketing Child Care to the Business World), Ellen Galinsky, and Dana Friedman. Special Reprints available $2.00 - The Children's Advocate, 1017 University Ave., Berkeley, CA 94710.

....Private Sector Initiatives - Recently special meetings and seminars across the country have been occurring and more are planned for studying employer supported child care and its advantage for business. Local and state governments, Federal agencies, and even the White House have been involved with such meetings. While people in child care frequently don't hear of these meetings (they often are for corporations only), they are an encouraging sign for employers' changing attitudes toward employee child care needs and hopefully will lead to a strong boost for the child care field. Only 500 companies now provide some type of support for the child care needs of their employees.

....IRS Tax Advantages are available for child care expenses excluded by an employer from employee's gross income. A special fund is set-up out of which dependent care costs are paid. This lowers the amount the employee is subject to income tax and pays child care in untaxed dollars.

If you are interested in talking to employers about ways they can support the child care needs of their employees, you might be interest in a packet containing the IRS regulation, an explanation in simple terms and ways to implement the program available for $5.00 from: Child Care Coordinating Council (4-C), 11 SE Alder St., Portland, OR 97214.

....Hospital Day Care Bulletin published quarterly by the new group NAHACCP - National Association of Hospital Affiliated Child Care Programs - which was established last Fall at the NAEYC Conference in Washington, DC. There are over 300 hospital affiliated child care programs in the U.S. The Bulletin is part of the $25 annual membership fee which also includes a list of 275 names and addresses of such programs. Contact: Jane Grady, Membership Coordinator, NAHACCP, c/o Rush-Presbyterian St. Lukes Medical Center, Laurance Armour Day School, 630 S. Ashland,.Chicago, IL 60607.

NEWS UPDATE

NEW SACC INSTITUTE

....The Institute for School-Age Child Care will be established in Baltimore in May with $146,000 in State Block Grant money to help set-up programs and train staff. Barbara Schuyler-Elder, one of the authors of The Hours Between: Community Response to School-Age Child Care, will be the Director of the Institute. In addition to course work to train staff, administrators, and supervisors, a public awareness campaign will be launched to encourage the development of quality school-age programs and decrease the number of children in "latchkey" situations. For more information contact:

Barbara Schuyler-Elder
Institute for School-Age Child Care
Community College of Baltimore
Lombard St. at Market Place
Baltimore, MD 21202
(301) 396-1852

SCHOOL-AGE CHILD CARE BILL

....A bill to encourage use of public school facilities before and after school hours for care of school-age children and for other purposes is being drafted by co-sponsors Senator Donald Rigle (Mich.) and Senator Claiborn Pell (R.I.). The "School Facilities Child Care Act" will propose $15 million to go to community agencies rather than school systems for establishing school-based programs.

The Fall issue of the School-Age Child Care Project's Newsletter (Wellesley,MA) will carry more on this and other legislative developments. Contact:

SACC Newsletter
School-Age Child Care Project
Wellesley College Center for
Research on Women
Wellesley, MA 02181
(617) 431-1453

Next issue NEWS TRENDS

- Projected teacher shortage and impact on child care.
- Spread of school building use for day care.
- "School is closed" - Teacher stikes, fund shortages, asbestos, 4-day school week - What does this mean for after school care?

* * *

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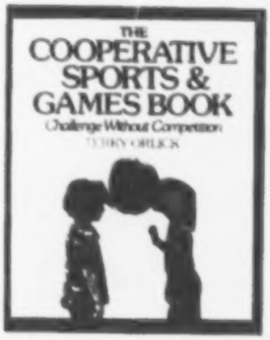
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RESOURCES RESOURCES

SCROUNGER'S CORNER

Crates, Boxes, Drums, Spools - Try pleading your case to shipping and moving companies (especially those shipping overseas) for donating large wooden crates or fiberboard drums. Of course, check with appliance stores for large refrigerator and stove boxes. While most telephone companies have been overworked for those old wooden cable spools, it doesn't hurt to ask.

Large wooden crates make great outside clubhouses or permanent indoor quiet space. Refrigerator/stove boxes can be used for indoor clubhouses, puppet stages, and make-believe T.V. sets. Large drums can be turned into space capsules or other dramatic play props. Large cable spools can form foundations for climbing apparatus on the playground.

"School-Age Children" - Excerpts from Texas Child Care Quarterly including gift-making art projects, energy activities, and helping children develop coping skills are available for $5.00. Excerpts about "Nutritous Foods" ($3.00) and "Cultural Understanding" ($5.00) also available along with other excerpted topics. Make checks payable to and order from:

Corporate Child Development
Fund for Texas
510 South Congress, Suite 122
Austin, TX 78704

RE/USES - 2,133 Ways to Recycle and Reuse the Things You Ordinarily Throw Away
by Carolyn Jabs (published January 1983)

You name it and this book shows you a way to recycle it. The ultimate scrounger's book. Lots of suggestions that can be turned into ideas to do with kids.
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School Age NOTES

The Newsletter for School Age Child Care Workers and Administrators

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FEATURE

PLAYGROUNDS AND SCHOOL-AGERS

by Rich Scofield

Activities on playgrounds are a major component of any school-age program. Physical development and skills are enhanced, socialization is facilitated, and creative play is encouraged. The following are some considerations about playgrounds for use by school-agers.

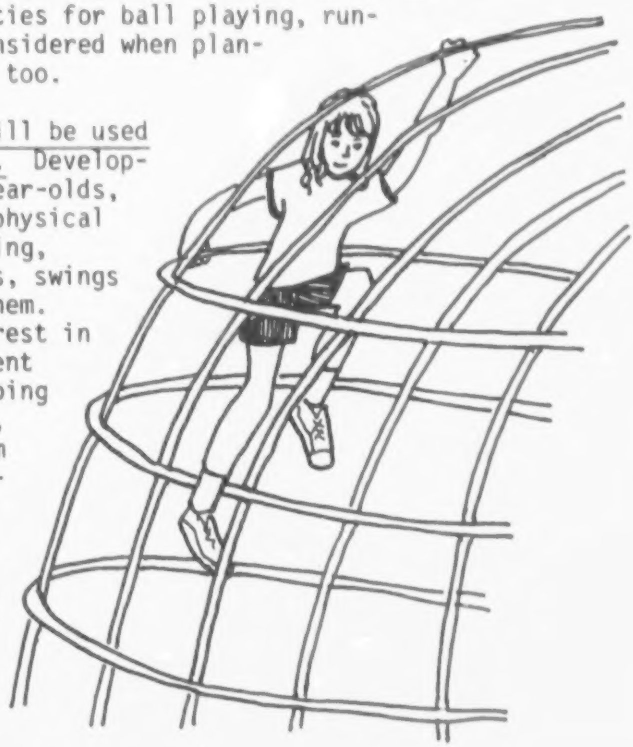
Set-up separate area from pre-schoolers - This does not necessarily mean a fenced separation (unless required by your state's licensing regulations) but rather an area of the playground for older children to play without running into pre-schoolers. This is important not only as a safety factor but also psychologically. School-agers like having their own space and like being separated from the "babies" (pre-schoolers).

Provide large areas for ball games, kite flying, etc. - Realistically evaluate the outdoor space you have available. If the space is too small for the older kids to play kickball and other activities that need a lot of space, find a park or school playground you can use regularly. While most programs are very conscious of this need during the summer, opportunities for ball playing, running, bicycling should be considered when planning during the school year, too.

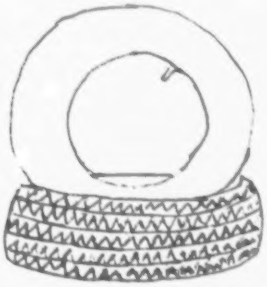
Fixed playground equipment will be used more by younger school-agers. Developmentally, the five and six year-olds, will want to practice their physical motor skills: climbing, jumping, swinging. Climbing apparatus, swings and slides will be used by them. The older children lose interest in a particular piece of equipment once they have mastered climbing or jumping from it. However, swing and its soothing rhythm and jumping off for its risk-taking effect continues to hold an attraction for them.

Older children need moveable playground equipment for building and contructing.

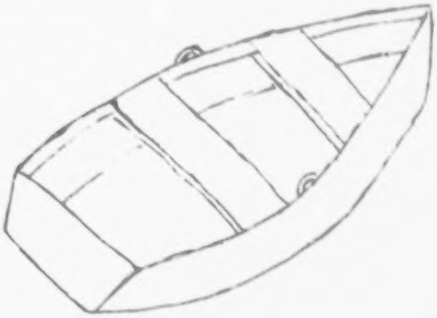
Stacking crates, rolling barrels and tires, hauling



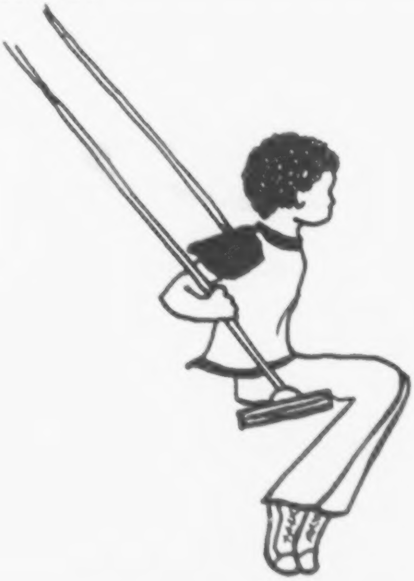
concrete blocks, and laying out planks are the types of activities school-agers will use to create their own part-real, part-imaginary play props. (To prevent your playground from looking like a junkyard paint the tires, barrels, blocks, and planks in bright stripes and spots.)



Use unique and different play props for your playground--car bodies with glass, upholstery, doors, and any other safety hazards removed are unique additions. Old bathtubs and sinks can be used for water play (naturally!). Make sure you always drain water and leave drain open after using to prevent stagnant water from forming. Old rowboats not only make great outdoor props but provide an opportunity for using real tools and doing real adult work. They can sand wooden splinters and file down metal burrs and jagged edges.



Provide opportunities for tension-release. This includes swings, sand play, jumping rope and water play. Often after a hard day at school even older children need to unwind with soothing repetitious activities that do not have any rules attached to them. They can participate without a lot of concentration or need to interact with others.



Make "get-away-from-it-all" space - Just like adults, kids need private space to be alone or to retreat from the world for awhile or to feel like they are away from adults. Concrete pipes, wooden crates, tents, and clubhouses can provide this type of space.

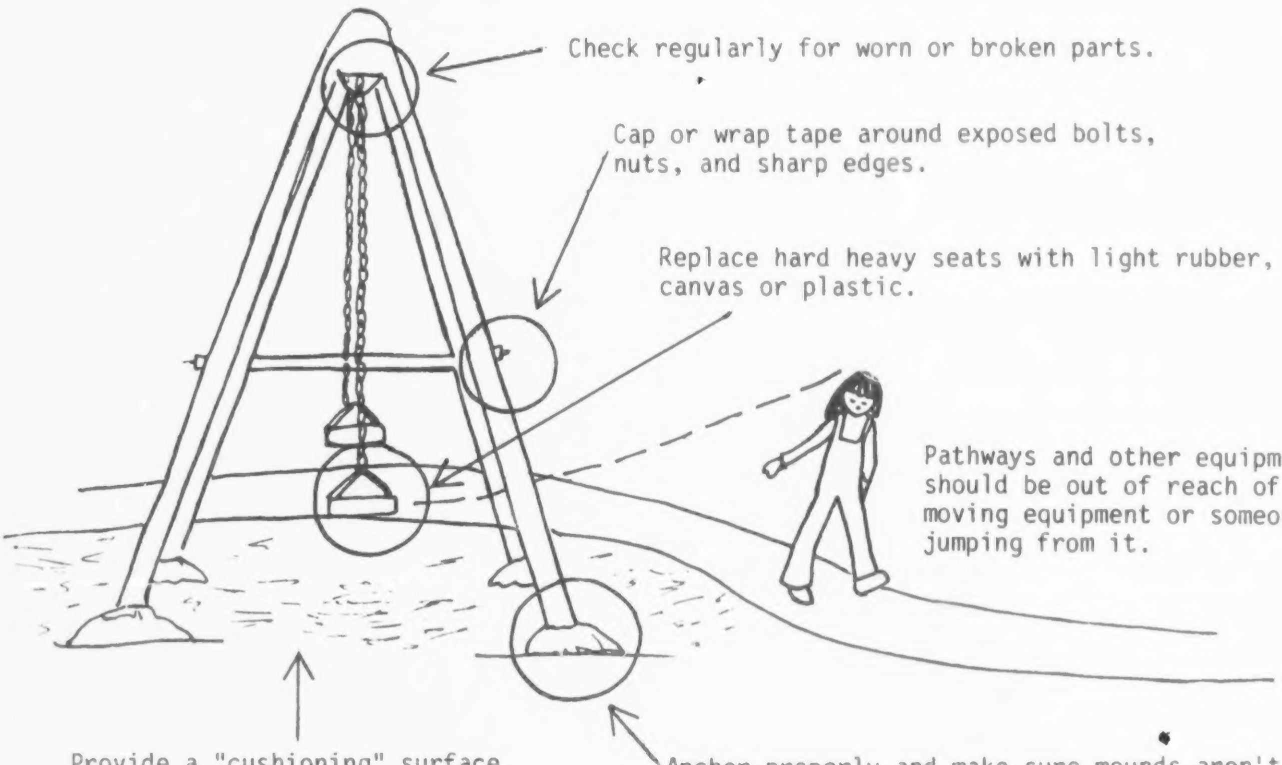
Move indoor curriculum outdoors - paint easels and finger painting table, dress-up props, outdoor "runs" for pet guinea pigs, reading corner with blankets and comic books, cooking (using fire can be a whole unit).

Create different ways to use your playground - use basketball court or block off part of parking lot for roller skating rink - bring record player or tape recorder outside and skate to music.

PLAYGROUND SAFETY TIPS

Most playground related injuries (60 to 70%) are caused by falls particularly falls from equipment. Therefore the type of playground surface, especially within the fall zone of equipment, is very important. Asphalt, concrete and other hard surfaces or equipment should not be within the fall zone. (The fall zone includes, for example, the area beyond the swings where someone could land when jumping off.) Appropriate resilient surface materials include sand, pea gravel, shedded tires, wood chips, shredded bark and rubber matting. These must be maintained to prevent packing down, decomposing, or collecting of trash such as broken glass. Sand, a common surface under playground equipment, often gets kicked away over the years leaving only a thin covering over the hard packed earth. A covering of six to ten inches of sand is recommended.

Safety GUIDELINES for Swings and Other Equipment



Check regularly for worn or broken parts.

Cap or wrap tape around exposed bolts, nuts, and sharp edges.

Replace hard heavy seats with light rubber, canvas or plastic.

Pathways and other equipment should be out of reach of moving equipment or someone jumping from it.

Provide a "cushioning" surface.

Anchor properly and make sure mounds aren't left for someone to trip over.

Approaching New Playgrounds--When playground equipment is unfamiliar to the children such as their first visit to a particular park with inviting climbing apparatus, break into small controlled groups. Each group gets its turn on the equipment. This eliminates the mad rush to be first on top and the overestimation of their own ability or underestimation of the difficulty or height of equipment that increases the chance of accidents.

Reference: "Preventing Playground Injuries", Texas Child Care Quarterly, Spring, 1983. Back Issues, $1.50. Make check payable to: Corporate Child Development Fund For Texas, 510 South Congress, Suite 122, Austin, TX 78704.

DEVELOPMENTAL NOTES

REST TIME vs. NAP TIME

by Rich Scofield, Editor

Rest time, quiet time, nap time---while everyone identifies that part of the day as being right after lunch, not all agree on what may take place.

"Making" school-agers, especially older ones, take naps needs to be closely examined from a developmental point of view.

People who have worked in programs where "closing your eyes" was mandatory have noted the resentment and frustration of the older children "made" to do something that 1) they don't feel they need, 2) is not something they do at school or home, and 3) is embarrassing because it is for "babies". This means the caregiver receives all their negative behavior caused by the resentment or face-saving behavior that says "I'm not going along with this baby stuff".

Do the School-agers Need a "Nap" or Rest?

A quiet time where children may rest or fall asleep if they need to is certainly developmentally appropriate and often required by licensing. Rest time is important for their health and well-being (and perhaps the well-being of the staff, too). School-age children are growing quickly and are very active. They need a time when they slow down and stop. If they were at home, they would slow themselves down naturally. But when school-agers are in groups, they don't always stop when they need to because of the contagious nature of fun, exploration, and the variety of experiences that your program provides them. In other words, they keep stimulating each other. Programs need to alternate high activity periods with opportunities for slowing down. Rest time is one of those times of the day that allows for slowing down.

Many times a summer program includes daily swimming or other very active play in the morning. By the time lunch is finished these children are ready to rest, even sleep. Often, too, in the summer the older children may be going to bed late yet still getting up early. And the kindergarteners may still be accustomed to a rest time. These are all valid reasons for a quiet time.

The Abuse of "Nap Time"

A "nap time" that is too long and requires everyone to lie still can be frustrating for both children and staff. Do these sound familiar?

"No you don't have to sleep but you have to lie down, stay quiet, and keep your eyes closed for 2 1/2 hours!"

"Everybody who goes to sleep today can have their popsicle at snack time."

"All right if you keep making noise you'll just have to lie here longer."

Nap time for school-agers is a carry over from the preschool setting. It is a time when staff meetings are held, breaks are taken, and planning is done.

We need to balance these program and staffing needs with the amount of children's learning and growing time that may be wasted during a mandatory "nap time".

How is it possible to change long mandatory nap times to more flexible rest times? What are the alternative quiet activities that will increase the children's ability to entertain themselves?

Ideas for Rest Time

Many programs have flexible rest times. They adapt rest time to the needs of the children. Children who need to sleep may nap during rest time. Children who don't need a nap may have a rest time where they are allowed to read or do quiet activities.

One program plans a one hour rest time each day. For the first 20 minutes everyone rests without talking; the older group can read while resting. Then they can do a quiet activity for 40 more minutes of quiet time while the sleepers are left undisturbed On rainy days all the kids rest.

Another program with a lot of older schoolagers has a one hour quiet time. The older children don't have to lie down on mats but can lounge around on the rugs and sofas. A rap session is held by one of the caregivers for those interested. Reading, drawing, and writing are encouraged while quiet games are also allowed.

Still another program has the 5 and 6 year olds and "good sleepers" eat first and lie down. While they may get up after an hour or so, most sleep for 1 1/2 to 2 hours. The other children who have been on the playground or in the activity areas then come in to eat. The late shift which is usually the older kids get to eat more. They have more time to eat and get the leftovers. (The first shift get just seconds - usually these are the younger kids who eat less anyway.) The older kids then lie down among the ones who are already sleeping. They may read a book or draw. After about a half hour they may get up and find a quiet activity or go out on the playground.

Programs with successful rest times make very interesting choices available for quiet activities.

Quiet Time Activity Ideas

- Read aloud to the children
- Play soft music or story tapes
- Practice yoga
- Have an activity box that can be used only during rest time - fill it with comic books, puzzles, games, new markers and colored paper. Change the contents often to keep interest up.
- Have older children keep a written daily diary and the younger ones draw a daily picture diary
- Place a book or magazine by everyone's mat so reading is always a choice for them.

Summary

School-agers who are in a program for 9 hours a day and are "made" to rest for 2 to 2 1/2 hours are spending 25% of their time lying down each day. At the end of one month, they have spent a full week lying down.

While staffing needs may be easier to meet with long rest times, we must be aware that long rest times do not meet the children's needs. We must be creative and arrange our staffing to provide the children with rest while not wasting valuable learning and growing time if our goal is to provide quality care.

Some children use rest time to "get-away-from-it-all".

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Remind your summer only parents that they, too, can take the Child Care Tax Credit for summer care next year when they fill out their 1983 tax return for the IRS

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NEXT ISSUE: "Back to Basics" The basics of after school care including programming, budgeting, and much more.

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CONFLICT RESOLUTION

"THE WEATHER MADE ME DO IT"

by Mary Ann Rusch, Director-Teacher, Glendale After School Program

Do changes in the behavior of school age children sometimes baffle you? Yesterday 10 year old Jack was happy and cooperative; today he is grouchy and destructive. What happened?

It could be the weather changes.

The effects of the weather on people are just beginning to receive the efforts of objective and scientific study. The science which is shedding light on weather's hidden influences and effects on people is biometeorology. Weather is not just the temperature and humidity but includes such things as barometric pressure, electromagnetic waves, and sunspot activities. (See box Weather Terms)

The results of these studies not only substantiate many old wives tales but also hold some surprises. Weather can affect three areas of your life:

1. Health--how your body responds to physical activity and weather-linked pains and illnesses,

2. School or mental responses--involves the way your mind is able to concentrate and reason,

3. Relationships or emotional reactions--how your emotions make you interact with friends, peers, and family.

This article will deal primarily with mental and emotional responses.

Are You Weather-Sensitive?

Are you slender or lanky? Are you female? Are you under age 19 or over 59? Do you tend to be nervous? If you answered yes, you're more likely to be weather sensitive.

According to experts, 25-30 percent of the population are considered weather sensitive. People who are affected by weather changes may experience apathy, anxiety, irritation or depression as well as a multitude of physical ailments.

Some teachers can predict the weather by the children's behavior. Weather changes such as rain, storms, or snow can be predicted by increased loudness and quarrelsomeness as well as other behaviors.

Why The Body Responds As It Does To The Weather

* Cold or warm surroundings constrict or expand blood vessels which changes the oxygen and blood supply to the tissues and cells.

* The weather also alters the body's endocrine balance as well as many other deep physiological changes. Physical and emotional strain, drugs and other stressful situations can change the degree of sensitivity to weather change.

* The winter lethargy or "blues" which seems to appear in most of our lives is now thought to be strongly affected by more darkness and less sunlight during this season. Dr. Alfred Lewy believes if humans are like animals, the time of day when they are exposed to sunlight may be important in determining the stability of body rhythms controlled by the brain.

* Spring fever may not be the illusion many think it is. Spring is a time when ones energy and ambition often wanes; students may be indifferent toward studying. What's happening is that the weather is causing an increase in the amount of acid in the body, a process called acidosis which slows us down.

* If the barometric pressure is falling, which occurs prior to an extreme change in weather, be prepared for sluggishness,

lack of concentration and irritability. When the weather conditions include a high barometer reading, cool temperature, and low humidity you can be expected to be your best.

Positive and Negative Ions

Air, which is composed of molecules and atoms, is what affects us. Molecules are either a positive or a negative ion. An overabundance of positive ions is due to pollution, central-heating and air conditioning systems, television transmitters, and thunderstorms as well as the seasonal hot winds that blow around the world. Thunderstorms can trigger irrational and faulty judgement while a hot dry wind can trigger irritability and cause angry words and hostile feelings. You don't have to witness the thunderstorm to feel the effects. It is thought that a thunderstorm two hundred miles away can be felt by the weather sensitive.

On the other hand large quantities of negative ions are thought to have beneficial effects, making us more clearheaded and relaxed.

Full Moon

The moon and the gravitational pull has an effect on the ocean's tide, so why wouldn't this same type of phenomena have some effect on people whose bodies consist mainly of water and other liquids?

A professional educator, who works with the severely and profoundly retarded, reports that more incidences of violent and acting out behavior occurred during the days following the full moon.

Other weather facts:

1. Normal weather is a source of human stress.

2. The weather's effects can be dangerously cumulative.

3. Women, young people, the elderly and ailing persons are particularly susceptible to weather stress.

4. Many people respond a day or two after a weather change.

Options

Some options to use when working with individuals who are weather sensitive are:

1. Diet--Eat more protein and carbobydrates in the winter and more liquid packed foods, such as fruits and vegetables in the summer.

2. Keep a daily log for a month of the weather conditions and the state of mind and health of yourself and particular children for each twenty-four hour period.

3. Observe the barometric pressure and plan your daily activities, if possible, according to the reading. Be aware that weather sensitive children will have more difficulty on days when the barometric pressure is falling.

4. With children, try to present easy and fun activities on days when the barometric pressure is falling. On rainy days (or days when children are hyperactive) finger-painting, water play and manually manipulative objects such as playdough often serve to have a sedative effect.

5. Accept the possibility that winter blah, hyperactivity, and other weather affected behavior may be somewhat biologically controlled and relax the pressure on ourselves and others to always be in the best of moods.

WEATHER TERMS

Barometric pressure - pressure of the atmosphere which falls when a storm or extreme weather change is brewing and rises when fair and pleasant weather is expected.
Electromagnetic waves - ultraviolet, infrared and visible lights in the atmosphere.
Sunspot activity - solar magnetic storms which often cause earthly magnetic storms.

EMPLOYER SUPPORTED CHILD CARE

....How will the predicted end of the nurse shortage affect hospital affiliated child care? Hospitals need to have a commitment to child care as a benefit beyond just the recruitment of nurses, experts say. If nurse recruitment is their sole interest then we will see hospitals pulling out of child care. The University of Missouri Hospital and Clinics have ended their affiliation with the Child Development Laboratory. The University, financially affected by the turn in the economy and easing of the nurse shortage, felt that the center would need to break even financially in order to continue affiliation, according to a University source. The seven-day-week program was not able to reach self-supported status. As of June 30th the Hospital is no longer affiliated with the center; however, the center is still operating. The evening and weekend care has been cut out because of low enrollment. (The night care had been dropped previous to this also because of low enrollment.) Rather than special priority given to hospital employees, the center will now be open to the whole community and continue its role as a teacher-training program. The five day a week infant-toddler, preschool, and school-age programs will continue to operate.

....Vanderbilt University (which includes Vanderbilt Hospital), Nashville, TN will open a child care program for children 2-5 years old of employees and students. While the need for affordable child care within the University community (including hospital staff) had been identified as the predominant need, the fees to be charged are in the top range of the going child care rates. The University is providing start up funds and expects the center to be self-supporting with graduate students to play a major role in staffing. Infant and school-age care, two identified community needs, are not to be provided, initially but may later be served through a family day home system. Some employees have expressed dissatisfaction with the University's projected fee structure and age range. They feel the University could be more supportive by providing relief for the high cost of care and by providing infant care. The University has supported the effort by providing faculty time for studying the issue and by providing start-up funds and facility space.

....The above two examples are a part of a trend of employers who are interested in on-site child care and willing to donate facility space but expect programs to be self-supporting.

....Day care benefit plan launched in New York City. A benefit program by the non-profit Day Care Fund started in June offering New York area employers group options ranging from aid in finding child care at $85 a year per employee to fully subsidized care. Cincinnati, St. Louis and Austin are reported, by USA Today, to be considering similar programs.

RESOURCES.....RESOURCES.....RESOURCES.....RESOURCES.....RESOURCES.....RESOURCES.....

....Shaping the Employer Role in Child Care, edited by Dana Friedman. Papers presented at pre-conference session NAEYC 1982. Reports in first half of publication include results of 1981-82 national survey of employer-assisted child care services and descriptions of on-site child care, hospital-based programs, family day care, school-age child care options, and voucher programs. The second half outlines the skills that child care people need in working with employers $11.00 -- from Center for Public Advocacy Research, 12W. 37th St., New York, NY 10018, (212) 564-9220.

....Government Initiatives to Encourage Employer Supported Child Care: The State and Local Perspective by Dana Friedman, to be published end of July. $10.00. See address above.

DIRECTOR'S CORNER

TRENDS TEACHER SHORTAGE

The current mini baby boom and fewer graduates choosing teaching as a career will create a teacher shortage in preprimary and elementary grades between 1986 and 1990 according to a government report. The Nat'l Assoc. for Elementary School Principals predicts grade school enrollments will increase in 2 years from the current 29 million to 34 million by 1985. Not only are fewer graduates choosing teaching but there will continue to be fewer 18 year olds in the general population because of the low birth rates of the late 60's and early 70's.

How will this affect child care?

Preschool and school-age programs currently depend upon many people trained as school teachers who could not find school jobs. Our field also depends on young people. In the next few years as the need for teachers increases those people in day care with teaching degrees are likely to leave child care for the better salaries and vacations of school classrooms. Day care will no longer have access to unemployed teachers. Also the pool of young people available will be smaller. At the same time the number of children needing preschool and school-age care will increase.

A crisis in staffing child care will parallel the teacher shortage. What may occur is a boost in day care salaries to attract or keep degreed teachers and young workers. (Although, it is difficult to see how day care salaries and hours could ever compete with those of public school teachers.)

If salaries are not boosted, then day care will have to rely on less qualified staff than currently are in the profession.

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ACTIVITIES

NO PLANNING, NO EQUIPMENT, INDOOR, OUTDOOR EVEN IN THE POOL ACTIVITY

Numbers, Shapes, and Letters Together

What to Do

1. Divide children into groups of two or more.
2. Tell each group to make a certain number, shape (circle, etc.) or letter with their bodies. This needs to be done with everyone in each group a part of the letter, number, or shape.

How they do this is up to the children.

Special Additions

* Snap poloroid photos of their creations and display for everyone to see.

* Children may want to make words or even sentences.

* children learn to work together for good of their total group with this activity.

Adapted from: Cooperative Sports & Games Book

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HOW OBSERVANT ARE YOU?

We handle coins everyday but how many know what is actually on them. Ask your children the following (you can't peek ahead either):

* Which of these phrases appear on our coins? Penny, Nickel, Dime, Quarter, Half Dollar

* How many phrases appear on all U.S. coins?

(Those in Canada and other countries can try the same type of questions for their coins.)

* Can you find the mint mark on some of the coins? (Example "D" for Denver)

* Have children use a powerful magnifying glass and find the engravers' initials. (Example "VDB" on penny) Use new coins, as on older coins the initials may be worn off. Can the children see Lincoln sitting in the Lincoln Memorial?

Now that the children (and you) tried your powers of observation on coins, what about paper money? Whose portrait is on each denomination? Can you find the red and blue pieces of thread? And on and on.

Have someone bring in a coin book or borrow several from the library. Find out how many denominations of coins and paper money are no longer made. Was there really a ½ cent coin? 3-cent piece? 4 dollar coin?

This is a good activity to do when the children are in transition. Transitions are those times when the kids are not in an activity and are waiting for something to start or are moving from one activity or area to another.

DIRECTOR'S CORNER

TRENDS SPREAD OF SCHOOL BUILDING USE FOR DAY CARE

"Public school space in Tennessee may be leased to private day care centers and kindergartens according to a bill passed by the State Legislature." Other communities are beginning to make similar provisions.

School-age programs whether private or public should investigate the possibility of expanding to on-site school locations by talking with school officials and municipal officials. The book School Age Child Care : An Action Manual is focused on establishing such programs.

It still will be several years before the present mini baby boom children start enrolling and non-school programs will be forced out of their space to make room for more classrooms.

Asbestos Hazard - Asbestos is still in 10-30% of our public schools because of its wide use up until the 1970's as a fire retardant and insulator. Asbestos has been linked with causing lung cancer.

After school programs and other groups wanting to use or rent space in old school buildings should find out first if all asbestos materials have been removed. The Environmental Protection Agency regulations required all school systems to inspect their buildings for asbestos by July 1, 1983. (Church buildings also should be checked.)

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ADMINISTRATIVE NOTES

WHY ARE VOLUNTEERS IMPORTANT

"Volunteers long have played an active role in the delivery of social services," writes Laurie Berkhardt in Voluntary Action Leadership magazine (Spring, 1981). However, there often is resistance to using volunteers. Some of the reasons for resistance to volunteers, Ms. Berkhardt states, include:

- the volunteers' lack of skills
- the staff time involved in recruiting, training, and supervising volunteers
- the staff's limited knowledge and skills in using volunteers effectively
- previous negative experience with volunteers by the staff

Then why use volunteers? What benefits will day care staff gain from inclusion of volunteers in their work space?

BENEFITS of Using Volunteers

Marlene Wilson in "Effective Volunteer Programs" (a chapter in Grassroots Administration), relates the following benefits:

1. Volunteers can improve an agency's community image
2. Some funding sources (public, as well as private) insist on citizen involvement.
3. Paid staff members are often overworked and frustrated.
4. Volunteers bring added dimensions to services for clients (such as unhurried attention, one-to-one caring, and community input in planning).

Therefore, while volunteers mean more work for staff initially in terms of recruiting, training and supervising, the benefits can be long lasting and far outweigh the initial investment of time and energy.

USING Volunteers Effectively

First, match volunteer skills with staff needs, for example:

Mrs. Smith likes doing routine tasks - it helps her to relax. She also finishes any job she starts. She has one hour each Wednesday afternoon when she can help you.

What job do you have for her? Some suggestions,

1. Collating materials
2. Xeroxing
3. Copying lists of names and phone numbers onto index cards
4. Labeling file folders
5. Make instructional materials
6. Working in a small group of children

Mrs. Bradford is a warm, friendly person. Several of her grandchildren have been in the program over the past five years. She has offered to volunteer a few hours a week. How can she help you?

1. Answer the phone during staff meetings, or lunch hour.
2. Orient and train volunteers (after she's received training herself).
3. Help hostess during parent meetings, board meetings, or fundraising events.

Second, include volunteers as part of your program not as extra cumbersome baggage but as partners.

Volunteers have invaluable information to share with you that will help you do your job more effectively and with more satisfaction. Allow that sharing to occur.

Excerpted from, CONTACT: A Social Service Bulletin published by the Center for Training and Technical Assistance, Tennessee State University.

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TRENDS SCHOOL CLOSINGS

This Spring we noted several dozen news items related to school closings or schedule changes. They were due to shortages of funds, enrollment declines, population shifts, budget cuts, epidemics, health hazards, and new ideas on saving money. And this doesn't include the thousands affected by teacher and bus driver strikes across the country.

School-age child care is probably more affected by changes in school schedules than any other non-school group. We wonder how after school programs will cope.

Here is a sample of the news items:

....Omaha, Neb....More school closings and consolidations are likely due to aging buildings, less students and budget cuts.

....San Jose, Cal....Schools file for bankruptcy.

....Dayton,Ohio....City sues itself to avoid closing schools.

....Springfield, Ill....10% of state public school teachers may lose jobs.

....Ranchester, Wy....4-day school week with longer hours and shorter days per year declared illegal.

....Oakway, SC....Schools close to isolate meningitis outbreak.

....Houston,TX....City to urge all-year schedule for primary school to solve overcrowding - Los Angeles, which operates 100 such schools,was cited as a model.

....Caselton, Ver....Schools closed by flu epidemic.

....Yonkers, NY....Asbestos ceiling tiles health hazard closes school.

How would your program be affected by similar closings? Different schedules call for different programming. Do you have emergency plans for short notice closings? What are your options in case of teacher strikes or long term closings? Do you have substitute and emergency caregivers lined up?

For ideas on all day programming see Nov/Dec'80 and Jan/Feb'81 issues of School Age NOTES available in Bound Volume I.

Next Issue: 4-day school week and two-month winter break - Future Trends?

Footnote on "Paddling, Whipping, Spanking" in the May/June issue of School Age NOTES. As reported in USA Today May 26th: "Little Rock, Ark.- Board bans corporal punishment: Regulations permitting corporal punishment in licensed day care facilities were revoked by the state Child Care Facilities Review Board."

PARENT'S CORNER: A PARENT HANDOUT

FIRST GRADE READINESS SKILLS

The following list of minimum skills are some of the elements to a basic foundation for the first grade and future school success. IMPORTANT These are only guidelines. It does not mean your child has to know all of them to succeed. However, this list gives concrete examples of what is expected.

Language Arts Readiness:

The student can;

1. recognize likenesses and differences in shapes, sizes, pictures, and words;
2. master the concepts of opposites, examples - cold-hot, on-off;
3. tell when two words begin with the different or same sound;
4. state his/her name, address, telephone number, and birthdate;
5. can manipulate crayons to draw and color pictures;
6. zip, tie, and button his/her own clothing;
7. draw and trace simple objects;
8. when given one word can give another that rhymes with it, examples - man/pan, cat/bat;
9. can manipulate scissors to cut on a line.

Mathematics Readiness:

The student can:

1. identify the numerals 0-10;
2. count 25 objects (rather than rote counting);
3. identify and name square, rectangle, oval, and diamond;
4. name the first five ordinals, (first, second, third, etc);
5. reproduce a simple pattern;
6. identify penny, nickel, dime, quarter;
7. sort objects into sets, examples- sort out all the red buttons, yellow buttons, etc. or sort out all the pennies into one pile, nickels into another, etc.;
8. can make sets that are "same as another set in number, examples - given a set of eight red buttons, the child can make a set of eight pennies from a pile of pennies;
9. tell whether a set of objects is more than or less than another set of objects.

Social Readiness:

The student can:

1 cooperate with other children in a group setting;
2. follow 3 verbal commands, examples - "Go to the refrigerator and bring me a head of lettuce and a jar of mustard."

HOW CAN YOU HELP YOUR CHILD IF THEY HAVEN'T MASTERED SOME OF THESE?

At five or six years old your child needs to experience learning with you by doing rather than sitting and memorizing.

Take advantage of everyday situations. When you are at the store cash register, ask your child to count out the number of pennies you need. When at home, you can ask them to help you with figuring out how many of each coin are left in your purse or pocket. Have them help set the table by counting the number of plates, forks, etc. needed.

When driving, sing or recite rhymes. Stop just before you get to the rhyming word to let your child finish it.

After doing the laundry have them sort the socks and find out who had the most.

Make paper, scissors, crayons, and markers (non-permanent) available in a place where they can always get it.

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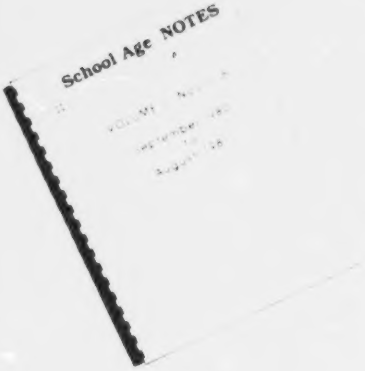
MINI-SHOPPING GUIDE TO SCHOOL-AGE CHILD CARE RESOURCES



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RESOURCES RESOURCES

Activities for School-Age Child Care by Blau et al. (A publication of the National Association for the Education of Young Children). While this has been available since 1977 and referenced on this page in 1980, it bears repeating. This is one of only two readily available, inexpensive books that deals with programming for children in school-age child care while incorporating a philosophy and rationale for the programming. It would be more accurate to title it "Programming for School-Age Children" than "Activities". Some of the chapters are "Daily Activities and Schedules", "Routines: Ruts or Route to Learning?", "Working with Wood", and "Water, Sand, and Mud".

It is well laid out and includes photos that demonstrate the concepts. This is a must book for any school-age program and is the kind that one finds new ideas and understanding with each reading. 80 pages, $3.85.

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School-Age Child Care Preconference Session will be held November 3, 1983 at the NAEYC Conference in Atlanta. The National Association for the Education of Young Children Conference Nov. 3-6 will draw 13,000-15,000 early childhood professionals. Over 700 presenters will be doing workshops and panels on every aspect of child care including school-age child care. The Wellesley School-Age Child Care Project is organizing the preconference session which will start at 1:00 pm and go through the evening with both speakers and small groups. Topics will be specific to running school-age programs including curriculum and administration. For information about the NAEYC Conference and the preconference sessions contact:

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M/J represents May/June issue
'83 represents 1983
3 represents page 3

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Note: Some price information and addresses are out of date. Check with supplier before ordering materials.

Other abbreviations include:

J/F - Jan./Feb.
M/A - Mar./Apr.
M/J - May/June
J/A - July/Aug.
S/O - Sept./Oct.
N/D - Nov./Dec.
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School Age NOTES is designed for YOU, the person who has the daily responsibility for creating an environment that is exciting yet safe, fosters independence but is nurturing, and allows flexibility and freedom of choice within a secure setting.

For more information about resources for after school care contact:

Richard Scofield, Editor
School Age NOTES
PO Box 120674
Nashville, TN 37212

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FEATURE

BACK TO BASICS: THE ABC'S OF SCHOOL-AGE CHILD CARE

by Becky Bowman and Rich Scofield

Traditionally fall is when school-age programs re-evaluate their programs. Often it is a time of new staff, new children, new families and schools served and sometimes even a new program location.

In reviewing various sources and in talking with different directors, we have identified some of the basic ingredients that determine quality school-age child care programs.

A sound philosophy based on the needs of the children, parents, and community is essential. It is from this philosophy that goals are established. Your program's goals (the outcomes you want for the children and families), are your guidelines for planning the day-to-day events and operation of the program --- your curriculum. These goals and philosophy will be reflected in the kind of staff hired, the environment both indoors and outdoors, the types of activities, and the resources both in the program and in the community that are made available to the children.

The following is an example of a philosophy of school-age child care.

A PHILOSOPHY OF SCHOOL-AGE CHILD CARE:

School-age child care exists to meet the needs of working parents and their children. The program will be most beneficial to both parents and children if it is planned in response to the developmental needs of the children served. During the years the child may be in day care, most of his/her developmental needs will continue to be met by both home and school, but it will have a separate identity. Since it uses that block of time in which the child would ordinarily be at home, the child care program should strive for more of the characteristics of home than of school and its program should seek to compliment rather than supplement the school's program. The key to a successful program is to provide a flexible curriculum with appropriate activities to meet the developmental needs of the children and to support the family. The program should provide opportunities to meet the social, emotional, physical, and cognitive needs of the children and opportunities to be self-directed in the activities they choose. Most importantly, the program should emphasize and promote a positive self-concept for each child.

Adapted from: Starting School Age Day Care: What are the Considerations?

> *"A skilled caregiver can run a good program under a tree."*

The most important ingredient for quality child care is the on-site adults, the directors and caregivers. These adults are interpreting the needs of the children, planning the program based on these needs, and then implementing the day-to-day activities and operation. It is how the program is done that makes the difference for children - not what is done or what is available. Even though a wealth of interesting material and equipment makes the caregiver's job easier, it does not guarantee success. The adults must have the skills to use the materials and relate to children and others effectively. Because the adult is recognized as the most important ingredient for successful programs, this article will focus on how adults can implement quality care.

★ ADULTS ARE RESPONSIBLE FOR PROVIDING THE BASIC INGREDIENTS:

Establish Quality Adult-Child Interaction

Conversations between caregivers and children should be spontaneous, frequent and enjoyable with the adults encouraging children to talk and share their thoughts. Caregivers need to know what questions to ask, how to be a good listener, and the appropriate responses needed in communication with children.

Listen to the interactions in your program. How many times do we direct, command, or threaten when relating to children? - Too often!, research has shown. Adults need to respect children's feelings and thoughts, and acknowledge (but not necessarily act on) their wishes. Caregivers will want to increase the amount of positive, caring interactions that occur in the program.

Plan And Evaluate The Program

The school-age staff spends a lot of time and energy planning and evaluating it's program. This time spent making daily, weekly, and monthly plans ensures a smooth-running, well-balanced program.

The less experience a caregiver has, the more valuable advance planning becomes. But even experienced caregivers find that lots of planning maximizes the quality of the program. Some guidelines for both planning and evaluating are:

BRAINSTORM - Have a time that both the adults and children share their ideas. Make a list of ALL ideas and save this list for the future. You may want to make different kinds of lists such as "Favorite Games", "What We Would Like To Cook", "Our Favorite Kind Of Party", "How To Raise Money".

PLANNING TIME - Set aside a specific time for staff meetings and expect everyone to stick to that time. It is helpful to make an agenda together at the beginning of the meeting - so that priorities are not overlooked.

ATTEND TO DETAILS - The curriculum is not just the goals and planned activities. It is also planning the daily events - who picks up the kindergartners, how long can you stay at the park---planning for transitions - what will the children do between the time they finish snack and time to go outside---planning for the availability of materials - who organizes the collection of milk cartons and when will we have enough to make a model city ---planning for routine tasks - who prepares the snack, when will clean-up time start.

THE BALANCING ACT - When planning, we want to make available lots of "things to do" and choices for the children. Balance is the key. Provide both active and quiet activities, opportunities to work alone and be with others in small and large groups, and a variety of child-initiated and adult-directed experiences.

PARENTS INPUT - Opportunities for parents to contribute to planning the curriculum should be made available. Tap into their hobbies, skills, talents, ideas, work place, etc. They also can tell you what their children like to do.

FLEXIBILITY AND SPONTANEITY - Plans and schedules are the backbone of your program, but be ready to change at a moment's notice. Take advantage of the unexpected such as a sudden snowstorm or finding a baby bird.

Often, we do not allow ourselves the time to evaluate how effective an activity was or why there is chaos at snack time. The need for on-going evaluation is just as essential as continual planning - Watching the children can be one of the best ways to evaluate a particular activity. As Gwen Morgan stated, "This age group has the ability to 'vote with their feet' by simply not participating in what they don't accept."

Establish a Home-like Atmosphere

Design and arrange the space so that child-initiated choices are available, just like home. Even those programs that have many adult-led activities or do all activities as a group can structure the space to encourage independent exploration.

Arrange the environment to utilize this age group's abilities to make their own decisions and play independently. This can be done by providing the necessary props for different interest areas (centers) such as books, magazines, comic books for a reading corner; cards, checkers, etc. for the games area; paper, paste, magic markers, etc. for the art center; tools and lumber for woodworking area; and others.

Provide comfortable furnishings such as couches, bean bag chairs, rugs and pillows for children to lounge and relax on. Adding plants, pets, colorful posters can also provide a nice "home-like" touch. Remember, how the environment is set-up tells the children what to do in that space. The environment itself becomes a guide to learning.

Capitalize On Their Natural Play Interests

Children "play" in response to their natural developmental needs. (See pages 4 and 5 for examples of children's needs.) One example of natural play interests is the fact that developmentally school-age children seven years and older have a desire to do "real work" with the "real tools" of the adult world. At home they are interested in learning to use the stove, vaccuum cleaner, and hammer in order to help with cooking, cleaning, and hanging a picture. Capitalize on this interest.

Let the children help with the daily tasks in the program. Teach them to answer the phone and take messages, cut the fruit for snack, or other developmentally appropriate "real life" tasks.

Another play interest is striving to become competent at a particular skill and revelling in the pride and self-esteem such an accomplishment brings--it may be tossing a football, playing hopscotch, or skipping rope--simple activities yet they meet a developmental need. Fads such as rollerskating and yo-yo's become not only skills to learn but also social statements as they strive for peer acceptance.

Support still another natural play interest by providing materials, equipment, and opportunities for expressive play including music, dramatic play, dancing, games, blocks, sand and water play, and creative art and construction play (paints, clay, wood, and scrap materials).

Providing a "home-like" atmosphere rich in people, materials, and opportunities helps children to follow their natural play interests to meet their developmental needs.

Arrange For Enriching Opportunities

It is valuable to re-create everyday experiences such as going to the store or post office which school-agers might do with their parents, if at home. But also it is important to provide more than this.

The strength of the after school program is its ability to provide opportunities beyond what the average school-ager could experience at home.

In the school-age program children have access to a range of skilled adults, different children, appealing equipment, interesting materials, and unique opportunities such as field trips. Utilize these components to their fullest to provide both enrichment and fun.

Learn and Practice Good Group Management Skills

The following are some basic group management tips:

- -Keep rules to a minimum but consistently enforce them.
- -Allow children to participate in the decision-making process of both rules and consequences of infractions.
- -Plan the environment to avoid congestion and allow for smooth transitions.
- -Use routines to help with transitions but remember the importance of being flexible.
- -State expectations positively - "We will walk in the halls," rather than the negative "No running in the halls."
- -Be sure rules and routines are understood by the children.
- -Be fair and reasonable in your expectations.
- -Listen seriously to and give feedback on children's ideas, questions and concerns.
- -Stress the positive in each situation. Rather than "Julio, you forgot the cups!" try "Thank you, Julio, for bringing the plates, forks and napkins. We also need some cups; would you get them, please?"
- -Build self-confidence and self-esteem rather than using destructive sarcasm, belittling, or other verbal abuse.
- -Help provide children with the security of structure and boundaries by setting clear limits, firmly defined and enforced but flexible enough to meet individual needs.

Prepare Clear Administrative Policies and Procedures

- -Have parent input on policy and procedure.
- -Establish firm policies for different contingencies such as school closes early or unexpectedly, late pick-up, custody conflicts, late fee payments.
- -Keep budget and fees realistic; avoid a tight budget based on full enrollment -- plan some leeway to accomodate any sudden drops in enrollment.

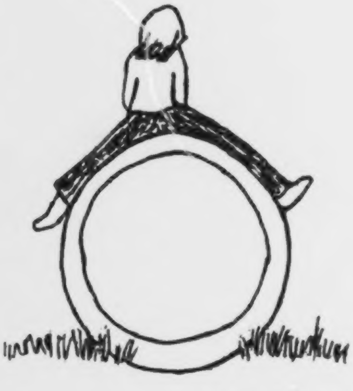
Develop Good Observation Skills

Find the time to step back and watch what is going on in the program and with the children. Even though finding such time may be difficult, these observations are the key to establishing appropriate program goals and goals for individual children. Being a good observer takes practice. By observing children, we discover their natural play interests and then can capitalize on these as we plan the program. The observations you make give you valuable information to use in your planning.

Demonstrate an Understanding of the Developmental Stages of School-Agers

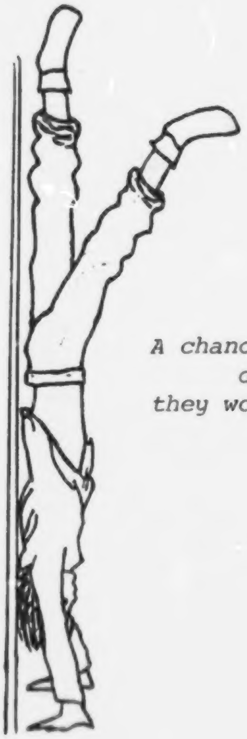
School-age programs can care for a wide range of children all under one roof. The range of developmental stages is extensive. Adults working in school-age programs not only need to know and understand these different stages, but demonstrate their understanding by the type of activities and materials they provide for the children. Understanding the developmental differences and needs leads to creating an appropriately stimulating program.

Provide Opportunities to Meet the Developmental Needs of School-Age Children in Child Care



A time to be alone -
to unwind, to think,
to just do nothing.

208



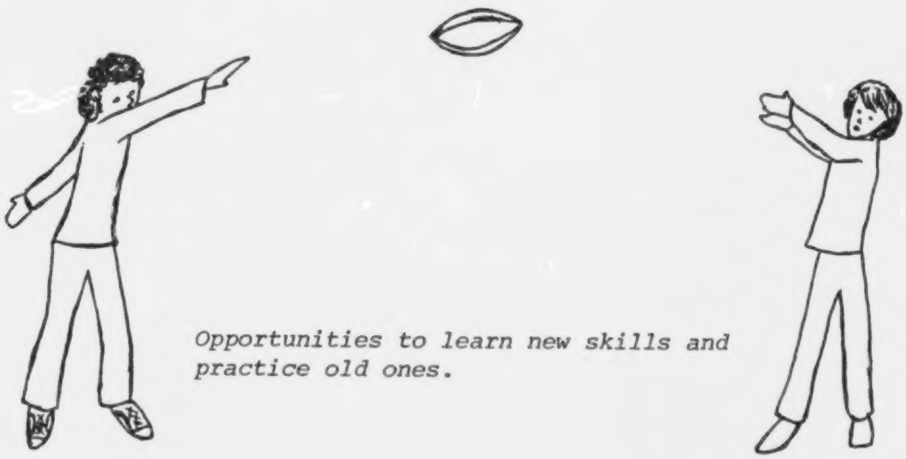
A chance to do the kinds of "kids' stuff" they would do at home.

Remember it is the caregiver that has the daily responsibility for creating an environment that is

- *exciting yet safe,*
- *fosters independence but is nurturing,*
- *allows flexibility and freedom of choice within a secure setting.*

Opportunities to "follow" their curiosity where ever it may lead.

A time for making new friends and exploring existing friendships.



Opportunities to learn new skills and practice old ones.

WHAT ARE SCHOOL-AGE CHILDREN LIKE AND HOW CAN YOU PROVIDE FOR THEIR NEEDS?

School-age children are growing in uneven spurts.

SO

School-age children need to learn about good NUTRITION for sound HEALTH.

School-age children are still young.

SO

School-age children need to feel a sense of SECURITY and belonging.

School-age children are inventive.

SO

School-age children need FREEDOM with guidance.

School-age children are looking for rules.

SO

School-age children need a STRUCTURE or routine to follow.

School-age children are self-conscious.

SO

School-age children need COMPASSION, acceptance and understanding.

School-age children are maturing at different rates.

SO

School-age children need adults who respect DEVELOPMENTAL DIFFERENCES.

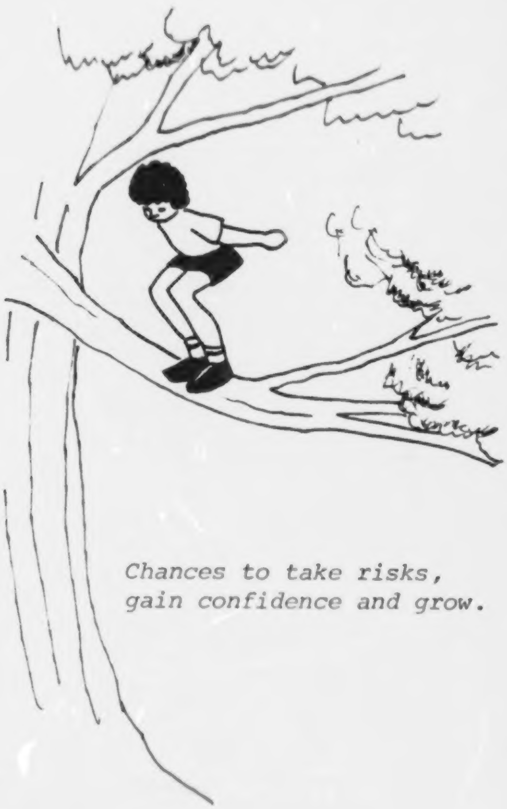
School-age children are adventurous.

SO

School-age children need CHALLENGE to hold their interests.

(From: Caring for School-Age Children)

Time for one-to-one adult-child relationships.



Chances to take risks, gain confidence and grow.

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PARENT'S CORNER: A PARENT HANDOUT

PARENT-TEACHER CONFERENCES by Bonnie Johnson

The first time I walked into the school building where my daughter was attending kindergarten, I experienced a sudden flashback to when I was in school. As I walked past the water fountain, I remembered all the different rules you had to obey just to get a drink of water. I remembered how I was afraid of doing something wrong and getting in trouble. These memories made me even more apprehensive about meeting my child's teacher.

Then I remembered my old roommate, who taught 5th and 6th graders. Her first year teaching, she bemoaned how frightened she was of the impending parent-teacher conferences. She was scared of what the parents would do and say! Maybe, just maybe my child's teacher was just a little scared of me!

In truth, many teachers and parents are apprehensive about parent-teacher conferences. Both parents and teachers are afraid that they will be told they have not done a good job; both are concerned about how the other will react to any criticism; both want to say only good things to the other. As parents how can you make the parent-teacher conference a positive experience? Here are some suggestions.

* Recognize that many adults experience feelings of anxiety and sometimes even helplessness when entering a school building to talk with their child's teacher.

* Check on your child's progress and behavior in school on a regular basis, every few weeks, that way you will hear about your child's good and bad performance a little at a time rather than all at one meeting. Also, you can then prevent future problems by dealing with minor incidents early.

* Decide ahead what you want to have happen at the conferences. Many parents let the teacher control the conferences and are disappointed they didn't get to say or ask what they had wanted to.

* Raising your concerns about your child before the teacher does, makes it easier for you to deal with them. You already know if your child has difficulty sitting still or printing the letter "d". A simple, "how's Todd doing printing his letters, he has trouble with his d's at home", makes it much easier for the teacher and you to tackle this problem together.

* Prepare a list of questions and comments
  - Write them on paper
  - If you are apprehensive, practice asking your questions in front of a mirror or with a good friend.
  - Notice what kind of work your child is bringing home from school. Be able to talk about how that work compares with work done at home.

* Tell the teacher your view of your child. Be prepared to be specific. "Sally is industrious. She makes her own bed every morning; reads a book every day; helps me with the dishes."

* Listen to the teacher's view of your child and don't interrupt! Do ask for specific examples. If the teacher says Yolandra is lazy, ask what Yolandra does that makes her say that.

* Ask how you can help. The teacher may have some simple suggestions that you have not thought of.

* Know that the principal can help the teacher and yourself work thru unresolved problems regarding your child.

* Know that schools have Pupil Personnel Staff who are there to help you work thru difficult situations for children in school.

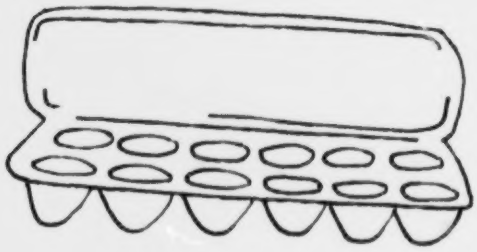
If you are a single parent, ask a good friend to go with you who can give you emotional support during the meeting and who can give you an objective view of the meeting afterwards.

ACTIVITIES

MASK MAKING

EGG CARTON MASKS

This activity capitalizes on readily available no cost materials - EGG CARTONS that come in a variety of textures, colors, and shapes. School-age children, with suggestions and examples from you, and add their creative ideas to the raw materials to produce many different kinds of masks.

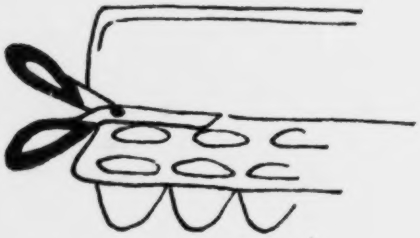


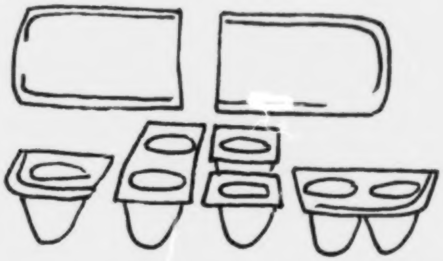
Materials needed:

- Empty egg cartons - different colors, shapes and fiber (styrofoam, paper)
- Scissors
- Masking tape
- Staple
- Glue
- Scotch tape
- Poster board (opt)
- Construction paper
- Poster paints (opt)

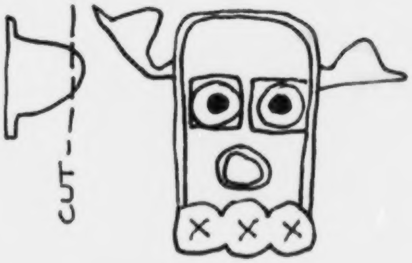
Directions:

1. Cut out eyes, nose, mouth, ears from egg cartons.





2. Make head out of poster board or flat section or large square egg carton.
3. Glue, tape or staple facial feature onto head.



4. Paint if desired.

Tips of Success:

1. Make a mask yourself to better understand the how-tos of it, This will help you to help the children as they make theirs.
2. Use your mask as an example of what one can make.
3. Demonstrate making a mask to the children as they make their mask and what it will look like when finished.

NOTE: Remember to break this activity into smaller tasks that can be completed in a short time. This

Egg Carton Masks Cont.

allows for sense of completeness and well-being for school-agers.

Program Suggestion:

Mask Making can be used as base for a unit or units.

1. Skits or plays about Indian and/or African life can be created and performed using the masks.
2. Gardens can be planned, planted, grown, harvested using foods (corn, sweet potatoes) related to the culture.
3. Rain dances (using masks!) can be learned about and performed to help grow the food.
4. Songs can be learned and sung, musical instruments made and played.
5. Pottery (self-hardening clay can be used), cultural/ethnic designs painted on can.
6. Plan visits to museums, visits from people interested in African culture.

From: Mask Making by Chester Jalkema
Sterling Publishing Co., Inc.
New York. Check your local library
or bookstores.

PLAYDOUGH RECIPE
FOR AGES 2 - 80

Materials needed:

- 1 cup of flour
- 1/2 cup of salt
- 2 tsp. of cream of tartar
- 1 cup of water
- 1 Tbsp of vegetable oil
- Food coloring
- Few drops of oil of cloves (option)

Mix dry ingredients in heavy sauce pan or electric frying pan. Mix the wet ingredients together and add to the flour mixture. Cook about 3 minutes (stir continuous) until mixture pulls away from sides of pan. Take out of pan and knead until playdough is soft and pliable. Should be stored in an airtight container. Ziplock plastic bags can also be used.

Helpful Hints: Playdough has been called the "common denominator" because some of the best times happen between adults and children, children and children, and children and playdough alone.

Playdough as an art media allows children to create over and over without any sense of failure. It also provides for relieving tensions and frustration through rolling, pounding, shaping, pinching, and forming playdough into a work of art.

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DIRECTOR'S CORNER

BUDGETING FOR AFTER SCHOOL CARE

by Rich Scofield

There's always interest in comparing. Invariably when school-age program personnel start talking about budgets they are interested in what fees are charged and "how much is everyone making" followed by how many children are served and what is the adult-child ratio. Seldom is there enough additional information to correctly analyze and compare these few figures. A salary of $15,000 for director is meaningless for comparison unless you know the geographic region, the size of the program, and other variables. Is it a program with a $20,000 budget and one other staff person or one with a $500,000 budget and 30 staff.

Also some programs find their school-age expenses so intertined with their preschool expenses that it is difficult to determine the real cost of the school-age program. School-age programs operating independently in a school, church or community building often can determine cost more accurately than the preschool/school-age combination.

Last year School Age NOTES included a budget survey in the November-December issue for subscribers to send back. In examining the responses we found that the variables inherent in school-age care almost nullified any direct comparisons or averaging.

To present a useful format for comparison, we have placed on the opposite page examples of what a low overhead budget and a high one might look like.

Besides the survey results which represented over 60 program sites, we have done some spot checking around the country and also checked other sources. The following is what we gleaned.

VARIABLES AFFECTING BUDGET

Adult-Child Ratio

A difference in this ratio obviously affects cost and fees charged. In a small program with two staff and 30 children (a 1:15 ratio), adding another person to improve the ratio to 1:10 might increase the budget as much as 20%.

The range for adult-child ratio reported in our survey was from 1:7 to 1:20. The average was 1:14. Many of the subsidized non-profit programs reported a 1:10 ratio. When comparing ratios it is necessary to look at what the actual ratio is when most of the children are there. Is the director counted in the ratio but not there during the busiest part of the afternoon? A program that on paper has a 1:16 ratio might actually have a better ratio because all of the children are not there at the same time.

Personnel Costs

The authors of School-Age Child Care estimate the average range of personnel costs to be 70-85% of the after school budget. We found, in the information reported to us, the extreme ends of the range of personnel costs to be from 50% to 92%. Heavily subsidized programs with large food, transportation and occupancy costs often had personnel costs that were less than 70% of total expenses.

Extended day programs (no summer or full-day care) that operated in school buildings with no rent or transportation costs and no major food or equipment expenses, often had personnel costs as high as 90% of total expenses.

Salaries

Wages varied greatly. Part-time directors'

(continued on page 12)

BUDGET EXAMPLES

These represent examples for on-going programs not including start-up (initial furnishings and supplies), major purchases (e.g. computer) or major repairs (building)

LOW OVERHEAD PROGRAM

Such as a church program---or school-based care with all income from parent fees.

Typically there might be no rent (or minimum charge) and no transportation expenses (or very little).

Description: 25 children
2 staff 1:12 ratio
$20 per week fee

Operates before-and-after school and full days when school is out except for summer. Budget based on 40 weeks, split shift, program operated 5 hours plus 1 hour for planning, preparation and clean-up.

$8,400	Teacher/Director $7/hr. for 6 hr. day
5,400	Caregiver $4.50/hr. for 6hr. day
2,500	FICA, Unemployment, substitutes, full day help, teacher liability insurance
1,250	Food @ 25¢ per child per snack (sack lunches on full days)
1,500	Supplies and equipment
250	Gasoline (van loaned when needed)
700	Phone, program insurance etc.
0	Rent
20,000	

81% of budget is personnel costs

Examples Of How Changes Affect Budget

If this program suddenly had transportation and rent expenses totaling $5,000, they would have to charge $5 more per week, per child---which would be a 25% increase. Their personnel costs would then be only 67% of total budget.

NOTE: In this example there is no room for unfilled slots which decrease income $800 per school year for each slot unfilled. If you wanted to budget for an average of 2 slots left unfilled all year then you would need to charge $ 21.74 per week to meet your budget. Increasing the ratio to 1:14 with 28 kids would add 2,400 to projected income (a 12% increase). When increasing the number of children per adult, the effect on quality must be examined.

HIGH OVERHEAD PROGRAM

Such as a non-profit with a sliding fee scale which receives funding from donations, gov't subsidies, and parent fees.

Typically might have high rent, transportation and food costs and strives for an extra good adult child ratio.

Description: 48 children
5 staff 1:10 ratio
$32.03 per child per week

This program might typically have a preschool component with it and have summer care for school-agers. For comparison purposes we will base budget on a similar 40 week before-and-after school program.

$ 4,800	Director $10/hr based on 30% of time
7,200	Head Teacher $6/hr for 6 hr. day.
5,700	Caregiver $4.75/hr for 6 hr day
5,700	Caregiver $4.75/hr for 6 hr day
5,400	Caregiver $4.50/hr for 6 hr day
4,500	Aide $3.75/hr for 6 hr day
1,800	Cook $4.50/hr base on 25% time
4,000	FICA, Unemployment, substitutes etc.
7,200	Food @ 75¢ per child per day breakfast served and on full days lunch
4,000	Van transportation
5,200	Rent and utilities
2,000	Phone, insurance, computer rental, etc.
4,000	Supplies and equipment
$61,500	

Examples Of How Changes Affect Budget

64% of budget is personnel costs. Even though salaries are higher than the "Low Overhead Budget Example", the extra expenditures for rent, transportation and additional food costs keep the personnel cost percentage lower than the other example.

Cutting one caregiver position would make the ratio 1:12. It would save $5,400 and be a 8.8% decrease in expenses. Cutting one caregiver and the aide would make a ratio of 1:16. It would save 9,900 and be 16% decrease in expenses.

When increasing the number of children per adult, the effect on quality must be examined. In this case jumping the adult-child ratio from 1:10 to 1:16 might be in opposition to their program goals and objectives.

salaries ranged from less than $5/hr to $10/hr. We found the typical range for school-age directors was $12,000 to $18,000. This is based on what a full annual salary would be.

A federal survey of Title XX day care workers, released in Dec. 1981, showed a nationwide average of $4.78/hour for head teachers, $3.97 for teachers, and $3.49 for teacher aides. The hourly starting averages found in a 1982 Massachusetts survey for these three teacher categories were $5.17, $4.47, and $3.65 respectively. Salaried workers in the same categories in the Massachusetts survey earned more. Starting salaries were 11,464, 8,738, 7,359 respectively.

Schedules

Some programs operated as little as 1-1/2 hours per day. Other programs were very complex with both before and after programs and special programs for kindergartners. Most operated on no-school days and during the summer.

Occupancy Costs

Rent was another major variable since many programs such as those in churches and school buildings pay no rent while one program reported its rent as 25% of its budget.

Transportation

The cost involved in providing transportation made a significant difference in budget expenses for some programs. This item was reported as high as $10,000 with $5,000 per year being typical. But it was unclear in most cases whether the vehicle was shared with a preschool component.

Food

Food costs varied depending on source of funding and type of program (snacks only? breakfast? sack lunches or prepared lunches?). One very large multi-site program found snack costs to be 15¢ per child per snack time. Another program with only 60 children estimates snacks at 20¢ per child others were higher.

Equipment and Supply Costs

These varied the most. In our survey the cost per child per week varied from 22¢ to $3.12 per child. It was not explained what exactly was covered under equipment and supplies. We found $1 per child per week to be a reasonable figure to use for budget projections related to equipment and supplies.

FEES

Lowest - $8 per week was the lowest we discovered for a fee-based program within licensing regulations.

Highest - Vance Packard reported $48 per week for a Manhattan program that picks-up at school and drops-off at home.

Estimating - As a general rule of thumb, we found the going rates for before-and-after school care to run a little more than half of the current fees for preschool. Summer fees for school-agers were slightly less than the going preschool rates.

Averages - Average range for not-for-profit was $18-30 and for-profit $25-35. Many programs with complex schedules varied fees according to when a child attended. Some accepted drop-in children, others did not. Some had varying fees according to number of days per week child attended, others required payment for full week.

References

Baden et al. see p. 6.

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CONFLICT RESOLUTION

STRATEGIES TO HELP CHILDREN MANAGE CONFLICT

Children use many different strategies to resolve conflicts. Some are positive such as taking turns. Others such as hitting are negative. As caregivers, we can help children manage their conflicts by increasing the number of methods they can use to solve their daily conflicts.

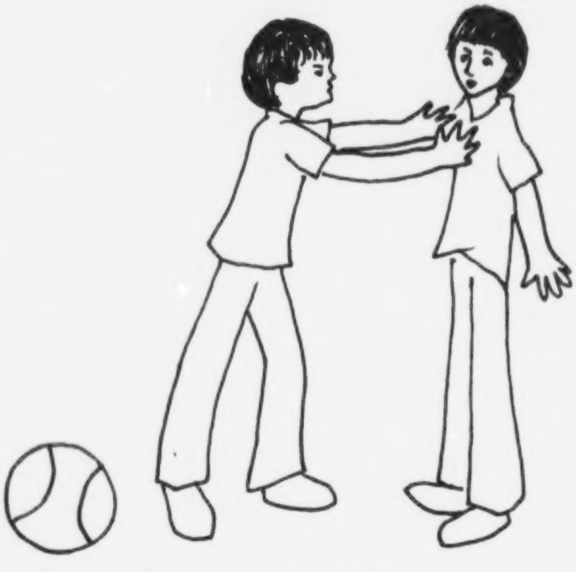
Uvaldo Palomares and Ben Logan in their book A Curriculum on Conflict Management outline fourteen strategies for children (and adults!) to manage conflict with. Some of these strategies are listed below. Others will appear in the Nov.-Dec. issue. These strategies should be taught and modeled for children before the conflict arises. When a conflict does arise and needs intervention by an adult, the caregiver can say "What else could you have done besides hitting." Slowly the children will develop a repetoire of alternatives for handling conflict.

1. Negotiating is the starting point for several other conflict strategies. Negotiating generally means a period of discussion which leads to an agreement. Example: A close call at home plate in a game of kickball has lead to a shouting match. "Safe!" "Out!" "Safe!" "Out!" Negotiating starts when one says, "Hey, if we argue all day then no one gets their ups." This is the starting point for breaking down each point of conflict. They might decide to take it over or to get an adult opinion or to make a compromise but they have to start talking first.

2. Compromising requires the cooperation of all the people in the conflict and through negotiation everyone agrees at the start to give up a little. It allows both parties to feel as though they got something while each also had to give up a little. Younger children have a harder time understanding the concept of giving up something to get something back. Example: Two children both want to use the record player earphones. One child offers to let the other one listen to his new record if he can use the earphones first. While the other child has given up the earphones temporarily, she will not only get to use them but also she now will have an opportunity she didn't have before.

3. Chance as a conflict resolution method requires first some negotiating "Let's flip a coin?" and then some agreement on what is at stake. "If I win, our team gets to be up first." Other methods of chance are drawing straws, picking numbers out of a hat, or thinking of a number from one to ten. Chance can help adults to arbitrate children's conflicts because it is easy for children to see the fairness and school-agers are very accepting of methods that have clear rules. "Heads I win, tails you win."

See RESOURCES back page for more information about A Curriculum on Conflict Management.



Children need positive ways to deal with their conflicts.

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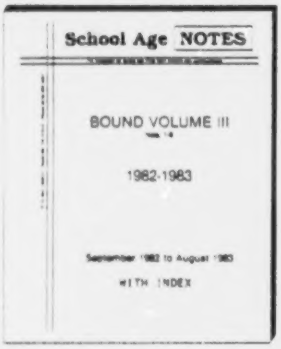
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Conflict Resolution and Conflict Prevention written especially for groups working with school-age children. How-to create a cooperative environment, solve conflicts, and use communication skills in children's games and activities plus 50 activities and exercises.

☐ School-Age Child Care: An Action Manual by the School-Age Child Care Project............12.95
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RESOURCES RESOURCES

A Curriculum on Management by Uvaldo Palomares and Ben Logan is sub-titled "Practical Methods for Helping Children Explore Creative Alternatives in Dealing with Conflict" It is just one part of an overall comprehensive human development program for teachers and children of which another more well known part is the "Magic Circle".

The "Curriculum" is designed to help teachers understand why conflict among children occurs, steps to prevent it, and how to give children new skills for handling day-to-day conflicts in a positive way.

The use of the "Magic Circle" is explained and topic discussions and example dialogues are provided. The book provides a good introduction to the kinds of materials available. ---------- $5.95 plus $2.00 shipping - Ask about other materials and training offered.

Human Development Training Institute
1727 5th Ave
San Diego, CA 92101
(714) 233-7023

A new book HALF A CHILDHOOD: Time for School-Age Child Care by Judith Bender, Charles H. Flatter and Barbara Schuyler-Haas Elder will be published this Fall by School Age NOTES.

The phrase "half a childhood" refers to the many hours and days when parents are working and school is out. Children are in school less than half the time that their parents are working. "Half a childhood" represents that valuable growing time between school and home.

HALF A CHILDHOOD presents ways communities and programs can respond to the child care needs of families and the developmental needs of school-age children. It also includes over 400 suggestions for activities plus charts that relate specific activities to developmental needs.

The authors of HALF A CHILDHOOD are also authors of the out-of-print The Hours Between: A Community Response to School Age Child Care which has been an important resource in the literature on school-age care.

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FEATURE

ACTIVITIES FOR THE HOLIDAYS

The Holiday Season is upon us. We are saturated with a push toward celebrating the holidays. Children are especially caught up in wishes and fantasies and hopes that are connected with the gift-giving and receiving as well as all the delicious food prepared and eaten at this time. Because peer relationships are so important, school-agers want to do the same things as their friends, therefore it is a challenge for caregivers to think of ways to help children of various ethnic/cultural/religious backgrounds to be aware of and to celebrate their particular festivals/holidays within the school-age program. The following are suggestions to help you with this challange.

ACTIVITIES

Research

Have children research information on how people of their heritage celebrate the holiday/festival around this time of year. There are variations on the German, French, English, Scottish, Scandinavian, and Dutch heritages as to how they celebrate Christmas. DIVALI (a festival of lights) is celebrated by Hindu families. Jewish families celebrate Hannukah and also during this season African families celebrate KWANZA. Christmas is also celebrated by many other families as a seasonal holiday, rather than a religious one.

Children can find facts through books from the library, writing or calling organizations, such as UNICEF, or interviewing older persons (family, friends). Help children with the research by giving them questions to ask:

"What country or nationality am I a part of?"
"What celebration is a part of my heritage at this time of year?"
"How did (do) we celebrate it? Are there special foods? Do we give gifts? Special songs or dances or clothes?"
"Is Christmas a celebration of my heritage? If so, what special ways do we celebrate it? Or what special ways did my people celebrate it years ago?"

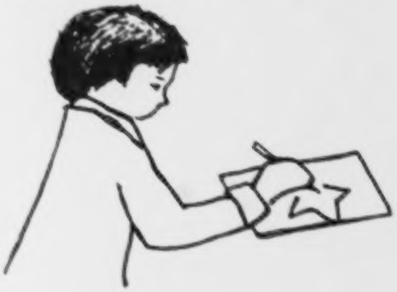
Have children keep the information they find in a folder. Later they may want to start a scrapbook about themselves and this information can be pasted in at that time.

Special Issue: ACTIVITIES

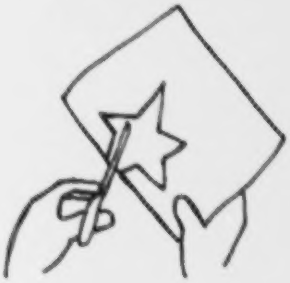
Crafts

Have children:

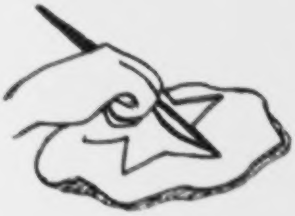
a) design, on paper first, symbols that are related to information they have researched



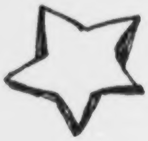
b) cut out the paper symbols



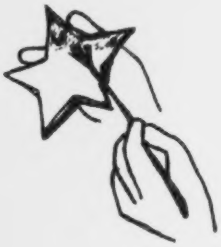
c) trace the design on to self-hardening clay (available from craft stores)



d) cut away the excess clay and allow design to harden



e) decorate with paint as desired.



RESOURCES

Local libraries have excellent books on different nationalities, ethnic groups and religions.

UNICEF (check you phone book for locality) has books, games, posters, cards, calendars that depict and celebrate children around the world.

Resources for Creative Teaching in Early Childhood Education by Fleming, Hamilton, and Hicks. Has over 100 pages devoted to Family Celebrations Around the World. It contains both information on festivals as well as learning activities to do with children. A superb resource!

FOR CAREGIVERS ONLY

10 TIPS FOR PLANNING ACTIVITIES

1. Organize and arrange materials and supplies to make them easily accessible. Organize materials by type such as manipulatives, art, music, etc. both inside the classroom and in storage areas. Place materials in containers for storage such as plastic tubs or sturdy boxes and label with masking tape and magic marker.

2. Set-up classroom so children can work independently. Have clearly marked open shelves or drawers for paper, scissors, crayons, paste, other craft materials, board games, manipulative materials, puzzles etc. List activity ideas in each interest area to "spark" ideas to do for children to work on independently. For non-readers use pictures or symbols (with words underneath) to indicate the activity. (Example: In the Quiet Corner put up an old puzzle part, a picture of a book, and a drawing of someone with earphones on.) See pages 4 & 5 for lists of activity ideas that can be placed in appropriate areas.

3. Have a mental list of "spontaneous", no plan, no material activities - see page 5 for examples. Use these for "transition and waiting times" such as before the school bus comes in the morning, while everyone is getting ready for group meeting or snack, or while waiting for some to finish cleaning up.

4. Vary the pace, setting and type of activity. PACE - Intersperse active events with quiet ones. SETTING - Bring the paint easel outdoors and build a clubhouse indoors. TYPE - Plan your choices of activities to include sports, art, cooking, music, woodworking, sewing, dramatic play, science, etc.

5. Provide enough choices, interest centers and "activity places" to allow everyone to have something to do even if it is "to do nothing" in the quiet corner. Problems occur when there aren't enough "things to do" or places to be for everyone.

6. Always have creative materials available: paint, paper, crayons, playdough, musical instruments.

7. Always have structured materials available: Legos, playtiles, puzzles.

8. Demonstrate each part of any new activity, game etc. Let them practice the parts individually. (Example:"heading" or "kneeing" the ball in soccer)

9. Show an example of the finished product of any craft activity. This gives them a visual goal.

10. Break activities or projects into small steps that are easily completed the same day. Providing individual small steps such as drawing the plans, collecting the materials needed, pasting, and painting allows children to work at their own pace and to have easy stopping points when it is time to finish up or to go home.

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Wondering what to do after the holidays? With all the planning for the period before the end-of-the-year holidays not much thought is put into the first week or two of the new year. This can be one of the children's most needy times. SEE "The Morning After" Nov./Dec.'81 - Bound Volume II for ideas about post-holiday programming.

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Our thanks to Nancy Ledbetter for sharing her ideas on organizing and setting up program areas.

ACTIVITIES

WHAT TO DO NEXT

HERE IS A LIST OF SOME FAVORITE SCHOOL-AGE ACTIVITIES. IT IS ONLY A BEGINNING! ADD YOUR FAVORITE IDEAS AND MORE AND MORE AND MORE.....

ARTS AND CRAFTS

Painting - finger, brush, string
Play Dough
Clay
Ceramics
Paper Mache
Needle Work (use plastic sheets in craft stores as well as Target, K-Mart Woolworths)
Basket Weaving
Paper Airplanes
Mapmaking
Neighborhoods from small cans and boxes
Crayon Etchings
Weaving
Mask and Costume Making
Kite Making
Sewing
Knitting
Crocheting
Tie Dying
Batiking

OTHER

Growing plants
Cooking
Gardening
Race-car Making
Health Awareness - teach real skills
  - How to use and read thermometer
  - First-aid
  - CPR (Cardio Pulmonary Resuscitation)
Publish newspaper
Learn another communication method
  - Sign language
  - Braille
  - Morse Code
Field Trips
  X-Ray Dept. - local hospital
  Computer Office
  TV and/or radio station or newspaper office
  Local campus (high school and/or college)
  A real dairy where cows are milked

GAMES WITH RULES

Dodge Ball
Kick Ball
Hockey Pockey
Playing Cards - Concentration, War, Go Fish, I Doubt It, Slap Jack, Crazy Eights, Rummy, Hearts, Twenty-one, Solitaire
Board Games
  Monopoly
  Boggle, Scrabble
  Life
  Clue
  Checkers, Chinese Checkers
  Jackstraws
  Chess
  Tic-Tac-Toe
  Bingo
Treasure Hunt
Scavenger Hunt
Marbles
Jump Rope
Soccer
Badminton
Volleyball
Jacks

ACTIVITIES WITHOUT RULES

Dramatic Play
Singing
Playing Instruments
Dancing
Collecting seeds, string, rocks, soft things, wooden things, balls, baseball cards, jokes
Surveys
Puppet Shows
House of Cards
House of Crayons

PAPER AND PENCIL GAMES

Scribble
Sprouts
Hangman
Tic-Tac-Toe
Crosswords

ACTIVITIES WITHOUT PROPS OR PLANNING

- Charades
- Red Light, Green Light
- Mother May I
- Simon Says
- Seven Up
- Animal, Mineral, Vegetable
- Hide and Seek

MENTAL GAMES

- Alphabet
- Gossip
- Who am I?
- Twenty Questions
- Guess the Number

* * *

THE RIDDLE TREE

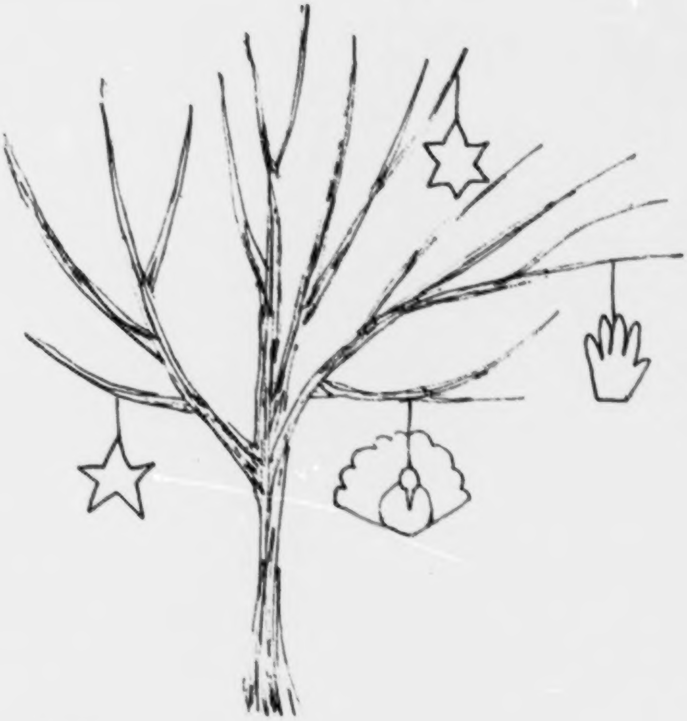
PURPOSE: To encourage joy in reading.

MATERIALS NEEDED:

- Book of Riddles
- Cardboard
- Poster Board
- Firm colored paper
- Magic markers
- Pens, typewriter (optional)
- Glue, Scotch paper
- Scissors
- String, yarn, fishing line
- One-hole puncher

DIRECTIONS:

1. Make a tree with many bare branches. (You may use a small natural tree limb or a tree cut out of stiff cardboard.)
2. Secure tree by placing bottom in playdough or a can filled with pebbles.
3. Make cards for riddles: trace and cut out green, orange, red and brown leaves for autumn, snowflakes for winter, bells, balls, apples, stars, turkeys, or children's hands for other season holidays and celebrations.
4. Type or print one riddle on one side of each card and the answer on the reverse side. Make as many as needed for your tree.
5. Suspend riddle cards from tree branches using string, yarn, fishing line.



NOTE:

Children 8 years and older will enjoy making this with some assistance from you. Children under 8 years of age will enjoy helping you make this.

Replace riddle cards with new riddles. Children tire of old riddles.

ACTIVITIES

TRADITIONS

During this time of year we are very aware of traditions - - from football games to whole cities decorated in colored lights. However, traditions can be used year-round in planning activities. Now is a good time to introduce the concept of tradition because there are so many obvious community and family traditions the children can see taking place.

Once they have an understanding of the concept of tradition have them think about other traditions both community wide (Fourth of July) and within their family (summer trip to grandparents) that occur at other times of the year.

- Make lists of the traditions of your child care program and the elementary school the children attend.
- What are the different individual family traditions? Does anyone remember when or how they got started?

The New Year is a good time to start a Birthday Board and create a new tradition!

Birthday Board

Set aside a bulletin board or wall to display all the children's pictures plus the following information for each child:

Birthdate....Birth Stone....Birth Flower....Astrological Sign.... Best Surprise on a Birthday....Birthday Traditions (special place, cake, etc.) Have children list what they like best about themselves and other self-esteem activities (see self-concept ideas in Jan/Feb '82 and July/Aug '82 issues)

NOTE: Be sensitive to each family's values and situation. Some families may place more emphasis on birthdays than others. However, birthdays can be used to reaffirm a child's own "specialness".

+++

COOKING

If you haven't done much with your cooking interest area, now is a good time to rejuvenate it. The following terms and skills can be a starting point - also included are some resources.

mixing
stirring
whipping
mashing
measuring
leveling
packing
cutting
slicing
breaking
chopping
washing
draining
straining
kneading
squeezing
rolling
grating
cracking
snapping
peeling
tossing
shaking
turning
unscrewing
pouring
dipping
scrubbing
tearing
wrapping

This list of cooking terms is from The Whole Child: A Sourcebook $8.95
Institute for Childhood Resources,
1169 Howard St., San Francisco, CA 94103

Cooking Resources:

Super Snacks Over 165 recipes for sugarless, nutritious snacks $3.95 see page 14

Come and Get It A Natural Foods Cookbook for Kids - $6.95 - Children First Press, PO Box 8008, Ann Arbor, MI 48107

I'll Eat Anything, If I Can Make It Myself 85 child-tested recipes that are easy and fun - for children 4-12 $7.95 plus $1.50 shipping - CBH Publishing, Box 236, Glencoe, IL 60022

CONFLICT RESOLUTION

STRATEGIES TO HELP CHILDREN MANAGE CONFLICT PART II

Children need positive ways to handle conflict. Our role as caregivers is to teach various strategies that will help them. (These strategies also work for adult-child conflicts as well as child-child ones.)

In the September-October issue we reviewed three strategies from A Curriculum on Conflict Management (see Sept/Oct RESOURCES). They were negotiating, compromising and chance.

The following reviews "threat-free explanation" as a strategy for solving conflict and shows how one program elaborated on this technique.

Threat-Free Explanation

Threat-free explanation lets children state the facts without accusing anyone. "I tried to catch the ball but I bumped into Trina and fell and hurt myself," does not elicit an argument where as "You made me fall," ends up in a shouting match of accusations and denials. Threat-free explanation uses the technique of "I" messages. "I" messages state the person's feelings as well as facts. "I fell down and not only hurt myself but I was embarrassed, too!" (see Thomas Gordon's P.E.T. Parent Effectiveness Training for more on "I" messages.)

One program in Manchester, Conn. with 8 to 11 year olds had a "grievance time". This was a period of "threat-free explanation" when each child was allowed to state his or her grievance without using threatening words, tone or actions. Statements such as "Trina made me fall" were not allowed. The children could also act out how they perceived the incident. Children could explain or act out their side without being interrupted. One difficult part for children to understand was that one child's explanation did not mean that it was the truth of what happened. It was stressed that this was only how that child remembered what had happened. (Grievance as defined by Funk & Wagnalls is a real or imaginary wrong regarded as cause for complaint or resentment.)

When complaints such as "Lawanda hit me when we were on the school bus" came up, the children were told to save it until "Grievance Time". Each child involved was asked what more appropriate ways of handling the situation could have been used and what might the consequences have been. Often the conflict incident was re-enacted with the alternative ways used.

Every child involved knew that they would have their turn to explain their view of what had happened. This was not a quick, easy process. It took time for the children to trust the system and understand they would always get a chance to explain their side. However, after several weeks of the daily "Grievance Time" both conflicts and grievances decreased. Often the children chose more appropriate ways to handle incidences of conflict or potential conflict because they realized "complaining" to adults or using inappropriate methods would lead to a "grievance session". They realized it was easier to avoid the conflict or solve it appropriately among themselves than to bring it up in "Grievance Time".

Rules for "Grievance Time" as used in the program in Connecticut were:

1. Everyone can tell their side of the story without being interrupted by anyone else.
2. No accusations or threats (verbal or physical) can be used, only "I" messages or factual statements as they perceive what happened.
3. Everyone involved will have a turn to expain their side.
4. The first person's side of the story is not more believable than any other.

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ACTIVITIES

STAR WARS DODGEBALL

This new variation of dodgeball adds a twist of group cooperation with a touch of the old street games.

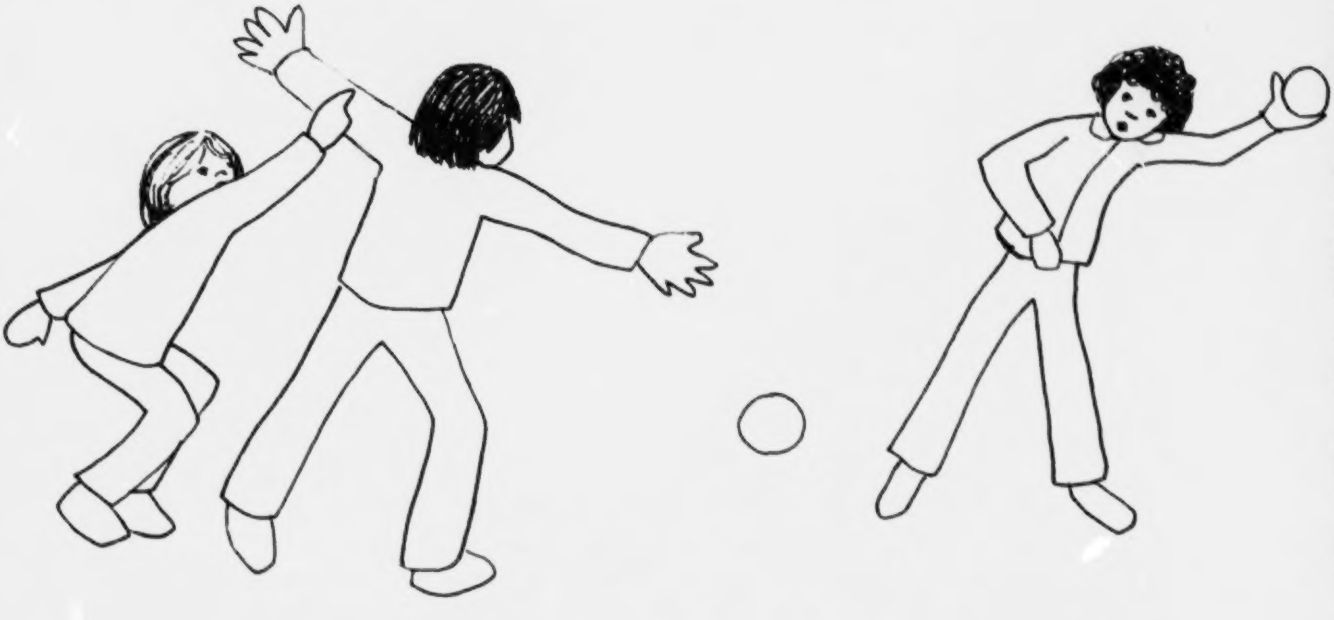
NEEDED: 6-10 nerf balls or foam rubber squares (1/2 for each team).

Two teams with 6-20 players on each team.

A Jedi Knight (a la Luke Skywalker in "Return of the Jedi") - player chosen by his/her teammates.

HOW TO PLAY:

1. Each team faces each other divided by an imaginary or marked line.
2. At the signal, each team throws the balls at the other team, trying to hit as many players as possible.
3. When hit by a ball, players are frozen (cannot move) until unfrozen by their Jedi.
4. The identity of Jedi Knight on each team is kept a secret from the other team. The Jedi's teammates work together to keep this a secret.
5. The Jedi Knight unfreezes her teammates by touching them with her hand.
6. Players work together to protect the Jedi from being hit by a ball and frozen.
7. One team wins when all their opponents are frozen.



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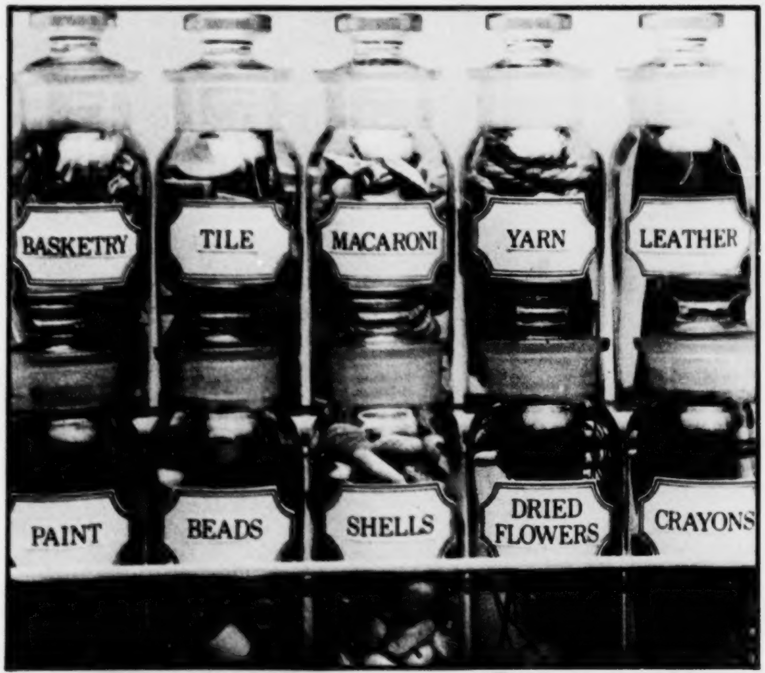

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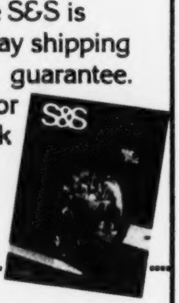

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PENCIL SHAVINGS

PURPOSE: To create a picture.

MATERIALS NEEDED:

- Pencil shavings (yes, real shavings from a pencil sharpener)
- Different colored yarn
- White or colored 8½ x 11 paper
- Glue
- Scissors
- Pencils

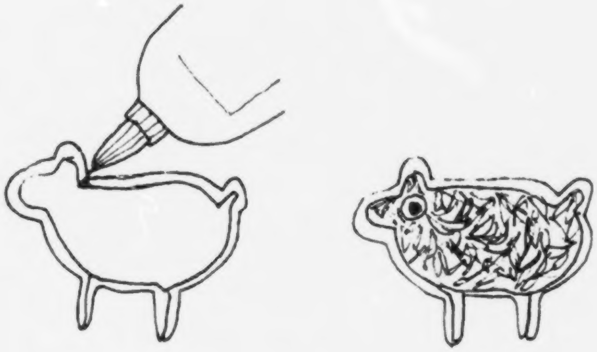
DIRECTIONS:

1. With pencil, outline drawing of furry animal or of a person.
2. Lay yarn on outline of drawing.
3. Apply glue to the inside area of drawing where fur or hair would be.
4. Fill sticky area with pencil shavings.

VARIATION:

Crushed eggshells (dyed or undyed may be used instead of pencil shavings.

Inexpensive moveable eyes make the drawings exciting for the children. (Moveable eyes are available from S&S Arts & Crafts see page 9)



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DIRECTOR'S CORNER

WANTED: WORKSHOP PROPOSALS

This year at NAEYC (Nat'l. Assoc. for the Education of Young Children) Conference in Atlanta, out of over 300 workshops, only one was specifically on school-age child care. (Not including the special pre-conference sessions.) The reason was the lack of workshop proposals submitted on the subject. We suspect this lack has more to do with the transient and part-time nature of school-age care than with interest. (See indication of high interest in following article on high percentage of school-age care programs and individuals participating in professional growth areas.)

NAEYC 1984 will be in Los Angeles, Calif. Nov. 8-11 - Now is the time to act if you have ever thought about presenting a workshop at NAEYC. Here are some ideas for workshop subjects:

activity ideas....developing curriculums ....kindergartners....older children.... special needs children....administration issues....conflict management techniques ....community resources for programming ....summer camp programming....full-day programming (no school & vacation days) ....sex education....creative funding strategies....staff development.... church-run program issues & concerns.... school-based programs issues & concerns.. ..cooperative sports & games....developmental theory into practice....licensing issues & concerns....Children's Center Programs in Calif.....YM/YWCA, Boys & Girls Clubs, Scouts, Camp Fire, Parks & Recreation, Community Education - unique aspects & issues of each type of program ....proprietary program issues....family day care concerns, operation & issues.

SUGGESTIONS AND HELP:

- In workshop title use a term that readily identifies it with school-age. Example: after school, school-ager, school-age etc.
- Think about collaborating with someone else from another program or part of the country to add extra diversity & interest.
- CONTACT Rich Scofield, School Age NOTES, (615) 292-4957 or the Wellesley School-Age Child Care Project (617) 431-1453 for more ideas about workshops.

SEE Nov/Dec. Young Children for proposal criteria or contact: NAEYC, 1834 Connecticut Ave, N.W., Washington, DC 20009 (800) 424-2460 or (202) 232-8777

DEADLINE IS JANUARY 27, 1984

++

AFTER SCHOOL CARE SERVICES HIGH AMONG PROFESSIONALLY ORIENTED PROGRAMS AND STAFF

School Age NOTES has found, as a rough estimate, 15-25% of licensed programs are licensed to serve school-agers. However, results from two recent surveys show some amazing statistics.

Last year's Sept/Oct. Young Children reported the results of a survey showing:

> 23% of NAEYC members responding identified themselves as "After School Teacher/Worker"

This percentage is significant when it is realized that NAEYC members not only include direct service child care workers but also college faculty, social workers, state agency personnel etc.

A survey by Child Care Information Exchange found the following percentages of centers by region serving seven year olds in after school care.

Southeast -	59%	West -	50%
North Central -	54%	Northeast -	34%

(From Child Care Information Exchange Sept/Oct. 1983)

One explanation for these high percentages could be that those individuals and programs that are interested in professional growth and advocacy are more attuned to community needs and therefore are more likely to provide school-age care.
[*We would be interested in anyone else's thoughts and perceptions about this.*]

PARENT'S CORNER: A PARENT HANDOUT

DINNER STRATEGIES

Dinner table learning is a strategy for making the family dinner table a learning center, a place and time where discovery, amazement, and wonder are shared in an informal, open-ended way. These strategies encompass the process of valuing which is choosing and prizing values through discussion and acting upon these values in a consistent pattern of living.

10 Dinner Table Strategies

1. Talk about a "kindness shown to me today or a kindness that I was able to give to someone else."

2. Consider: What traditions or rituals do we observe as a family? How did these come to be? Are they important?

3. Discuss: "Three things I love about our family."

4. Family names always have much personal meaning. Ask each person to talk about or question parents regarding: What my name means? How I received my name? My nicknames and how I got these names. A name I would prefer to be called.

5. The "good times" are important to recall and affirm from time to time, so each person relate a memory about a "good" family event or happy time.

6. Ask each person at the dinner table to name three things they think they are "good at doing."

7. Think about some "things you would like to do better" and take turns discussing these.

8. Members of a family need to share the concerns and problems of each other occasionally, so for one topic discuss "the lowest point in my life last week."

9. Simple questions. Each person chooses one to answer.

   Would you prefer to be younger or older in age than you are now?
   Do you ever wish you were someone different - who?
   What do you prize the most?
   What's the scariest thing that ever happened to you?
   How do you cope with anger?
   What do you worry about?
   What is the best/worst about school?

10. Set aside three minutes of uninterrupted time in which each member of the family may talk about anything he or she desires. To talk without interruption and have the feeling that people are there for you, listening, is a rare refreshing experience.

These ten strategies are intended only as "seed" to give the flavor and style of discussion. Teachers and families themselves soon learn to discuss topics relevant to them.

232

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These are just a few of the over 300 activities that make this basic book of activities a must for any school-age program.

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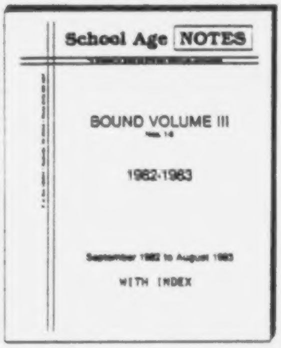
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1982-1983
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WITH INDEX

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Large print, easy-to-read instructions for children to use independently. Activities for holidays, science, games, cooking and crafts. A must for any school-age program. Contains all the basic activities and much more.

☐ Super Snacks by Jean Warren--Over 165 recipes..3.95
Seasonal, sugarless, nutritional snacks for you and the kids to make. Perfect for planning snack time!

☐ Kids' America by Steven Caney--400 PAGES..7.95
Tired of the same old activities? Unique projects, activities and themes. Tons of interesting trivia for older children and hands-on experiences for younger ones. Elaborate projects & themes to complement regular activities.

☐ Cooperative Sports & Games Book by Terry Orlick...6.95
Challenge without Competition - Active sports and games that everyone can play "without the hurt of losing."

☐ Growing Up Green..4.95
Year-round indoor and outdoor gardening activities for kids. 240 pages

☐ Kids' Kitchen Takeover..6.95
120 ways children ages 4-12 can cook - garden - craft - experiment all in the kitchen. 208 pages.

☐ The Friendly Classroom for a Small Planet: A Handbook on Creative Approaches to Living and Problem Solving for Children...6.95
Conflict Resolution and Conflict Prevention written especially for groups working with school-age children. How-to create a cooperative environment, solve conflicts, and use communication skills in children's games and activities plus 50 activities and exercises.

☐ School-Age Child Care: An Action Manual by the School-Age Child Care Project............12.95
For communities and agencies interested in organizing school-age care. Topics focus on starting and managing programs and include curriculum development, budgeting, personnel issues, policy-making, etc. 486 PAGES

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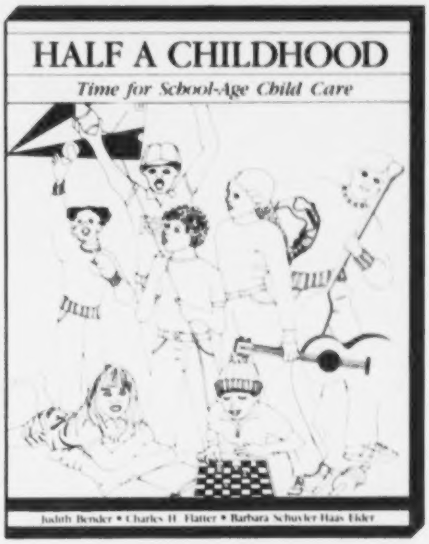
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JANUARY 31, 1983

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by Judith Bender, Charles H. Flatter, and Barbara Schuyler-Haas Elder
Published by School Age NOTES Publishing

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- Self-Care — A Dangerous Trend?
- Who are the Families? What are their needs?
- Who are the Caregivers? What does it take to do the job?
- Who are the Children? What are their needs? What do they do in the Program?
- What is the Program? How do you plan the environment?

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RESOURCES RESOURCES

ACTIVITIES AND CURRICULUM IDEA SOURCES

Day Care for Schoolagers: Texas Dept. of Human Resources, Media Services Division 151-X, PO Box 2960, Austin, TX 78769 433 pages, $15.

Creating Environments for School-Age Child Care: 127 pages, $5 - Superintendent of Documents, U.S. Gov't Printing Office, Dept. 50, Washington DC 20402
ORDER # S/N 008-000-00375-1 all orders must be prepaid

Activities for School-Age Child Care: NAEYC, 1834 Connecticut Ave. NW, Washington, DC 20009 80 pages, $3.95

The BIG BOOK of Recipes for FUN.......Kids' America........Kids' Kitchen Takeover...... Super Snacks.......Cooperative Sports & Games Book.......Growing Up Green......all available from School Age NOTES see pages 13 and 14.

Check your local library or bookstores for the following:

Children's Crafts - Fun and Creativity for Ages 5-12: Lane Publishing Co.

100 Ways to Enhance Self-Concept in the Classroom: by Canfield & Wells: Prentice-Hall

Be What You Want to Be! The Complete Dress-up and Pretend Craft Book by Fiarotta & Fiarotta: Workman Publishing Co.

The Great Perpetual Learning Machine by Blake & Ernst: Little, Brown and Co.

The New Games Book by Fluegleman: Doubleday & Co.

Both Boy Scouts and Girl Scouts produce excellent, inexpensive activity idea books.

* * *

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-Activity Idea List

-Star Wars Dodgeball

NAEYC Workshop Proposals

January
February
1984
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FEATURE

NAEYC CONFERENCE REPORT

On Wednesday, November 2, 1983 approximately 150 people from all over the United States met in the Hyatt Regency Atlanta, (GA) for the all day pre-conference session on school-age child care at the 1984 NAEYC (National Association for the Education of Young Children) conference. The focus was on the adults who provide the care. Who are they? What do they bring to the children? What do they need to know to work with school-agers? How do they build on their and the children's strengths and interests to provide care?

About 75% were part-time workers, about 25% were full-time. That figure alone indicates that school-age child care workers may be contending with additional drains on their energy: another part-time job, school, money concerns, no employment benefits. Because of their part-time work status, they also may be contending with not being taken seriously by other agencies and fellow employees.

Many worked only the number of hours children were in care, leaving no paid time for planning, training, and for building and maintaining liaisons with schools and communities.

Many were college prepared to care for preschoolers but not school-agers. Only 9 colleges in this country have bachelor's degree programs which specifically address child care including school-age child care versus the early childhood education programs which may or may not include school-age care.

At the 1982 NAEYC Conference in Washington, D.C., many SACC professionals were interested in 1) handling homework in the SA program 2) pay scales 3) ratios 4) fees.

What Were The Interests And Concerns This Year?

DAY CARE STIGMA

School-agers in child care often get labeled as the "DAY CARE KIDS" by school personnel and by other children. This label gets tainted with the feeling of "being babies" or "odd". To counteract this, some programs have persuaded school personnel to call the children "After School" Kids, or have had the children choose a "club" name and then popularized that name.

EARLY ADOLESCENTS

More and more communities are recognizing and expressing a need for care for older children (11-14). In expanding to include these children, school-age staff are faced with how to plan for them. Expanding without changing the program creates the problem of the older child who no longer fits the program. The needs of the older child are separate and distinct from the 6-10 year olds. Many programs start expanding because children who have been in their care for several years are now too old but still need child care. Some programs have created separate groups for younger and older school-agers. Some have "hired" older children as assistants to work with preschoolers and younger school-agers. Some have a combination of both. (The March/April issue of School Age NOTES will address this concern more fully.)

TRAINING

The continued need for more training on caring for school-agers was expressed: training to understand their distinct developmental needs and characteristics; training to know how to plan a program and environment that meets those needs; training that prepares staff to understand the "unruly" behaviors of school-agers and how to channel and manage those behaviors; and training to know how to link the "worlds"---school, child-care, home, community--- of the school-ager.

Again, it is imperative that school-age staff have time when children are not present to receive training. Child care advocates need to promote the field of school-age care as a profession. More than a dozen college instructors at the NAEYC conference expressed the need for materials on school-age care to use in their child care courses.

Full-time employment status, a commitment to training by communities/agencies, school-age child care curriculum in college courses and a belief in school-age care as a profession are essential for developing quality school-age child care.

BITS AND PIECES

Ratios - Unfortunately we again heard about some programs that have ratios of one adult to forty children.

In China, there are no after-school programs. Children stay after school with their classroom teacher until picked up by their working parents!!!

Fairfax, VA has 40 after-school programs in their public schools!!! This definitely reaffirms that public schools can be utilized to meet the need for school-age child care.

++

PUBLISHER'S NOTE

"WE LOVE SCHOOL AGE NOTES BUT..."

"We love School Age NOTES, but why is it always late?" We realize that there has been some concern about our Newsletter arriving toward the end of each publication period. This lateness has been exacerbated by our changing our mailing system from first class to third class bulk mail which was due to expanding the Newsletter from 8 to 16 pages. The post office may take up to 30 days to deliver your School Age NOTES Newsletter by third class bulk mail. To remedy this situation and to deal with the additional content of the expanded edition, we have enlisted extra help to ensure arrival of the Newsletter by the beginning of the publication period. We expect this to be fully accomplished by the July/August issue.

We would like to THANK YOU, our nearly 1500 current subscribers, for your support. Your interest in and advocacy for quality care has made School Age NOTES a viable network committed to providing you with information, new ideas, and a sense of not being alone in facing the unique challenges of school-age child care. As a small, mostly volunteer organization this support has been especially appreciated.

ACTIVITIES

MAKING IT THROUGH MY FIRST SEX EDUCATION CLASS

Being a social worker of a child care center, I've always tried to offer "useful" classes to older children during the summer months when school is out.

My first year I offered a sewing class three days per week 1½ hours each session. (Boys as well as girls.) Okay, I did it! I patted myself on the back at the end of the summer for a job well done. Each student left the class with their own personalized duffle bag. (I often wonder, how those duffle bags held up!) After this successful little adventure, I got braver.

The following summer (my second year) I thought a "babysitting" course would be nice for the children ages 10-12. Six weeks later, twelve children, who participated in this class, "graduated" with bonafide Babysitting Certificates. This must have really increased my bravery for the coming summer. It was this particular summer (my 3rd) that I felt it was time for a Sex Education course.

There I was, Session #1, with two of the school-age caregivers. The three of us up against "24 inquisitive, unashamed to ask anything children" ages 9-12. After months of careful planning, research, and locating just the right curriculum, I asked myself, *"What are you getting yourself into?"* Of course, my answer (to boost my morale) was: *"Nothing you can't handle."*

Well, session #1 of 10 consecutive weeks could well have been the last. We decided, "let's see where the kids are---Let's have one session of questions and answers. Bright Idea! Let's do it!!!" Okay, that's what we did and...2 hours later, three more gray hairs, frazzled edges and nervous twitching, I sat in my office and prayed for guidance for the following 9 weeks. One small suggestion - Never start week #1 with questions and answers. You will no doubt be asked things such as: *"A girl can 'get with' a baby only if you do it for seven minutes, right?"* Now, if you've got a quick-to-the-point answer for that one, wait until your next question from the little girl who asks: *"If I rub butter on my breasts, that will make them grow, won't it?"* With all the surplus butter floating around, every one should have plenty of breasts compliments of the government!! Then there was the young boy who wanted to know where does the baby come out - how does it get out - and how does it get in there?

After dealing with these questions I thought the road would get easier...I was wrong. It only opened the door to other questions kids had in the back of their minds which they felt they could not ask before.

The remaining sessions included guest speakers from local sources, a few trips to area teen and public health clinics, group discussions, sex-education games, skits, films, plus continual use of correct terms for body parts.

Finally, session #10. I felt really great - the last session - the children were excited--the co-instructors were excited - the certifiates were ready to be given out at the graduation exercises and then it happened....A wide-eyed little boy came to me with just ONE more QUESTION. *"Did Eric's and Erin's (they are twins) mother do it twice in one night to get two of them at once?????"* Oh well..."Class, let's talk about the sperm meeting the egg and so on... and so on... and so on...

by Shirley Nix-Davis

To Be Continued...March/April and May/June issues will contain more detailed information on planning and conducting a Sex Education Course for school-agers.

DEVELOPMENTAL NOTES

COPING WITH REJECTION

Six-year-old Jamie comes rushing up to you, the caregiver, bursting into tears. You stoop to her level, put your arm around her and exclaim, "What's wrong!" Jamie announces through sobs, "Tanya didn't invite me to her birthday party!" You notice that four girls are hovered together around Tanya, discussing, you assume, the upcoming party.

Jamie is disappointed, sad, and feels left out. In this situation, as in numerous others throughout their lives, children experience rejection. They are chosen last for a kickball game, are dropped by their best friend in pursuit of another friendship, or as in this incidence, not invited to a desired party.

WHAT CAN WE DO?

We may try to comfort Jamie by saying, "Don't feel so bad. I'm sure there will be other parties you'll be invited to." We might try to be reassuring by stating, "I like you. I know if I had a party, I would certainly invite you." Or even yet, we might try to distract her by saying, "Stop crying now, you'll get tears all over that pretty dress. Let's go play together with the new legos."

Comfort, reassurance, and distraction may have their places from time to time, but the adult who employs these is failing to help Jamie meet the real developmental task here--that is, learning how to cope: how to cope with these unpleasant feelings.

When children are not chosen by others, they may feel unworthy. "If Tanya doesn't invite me, then I'm not OK. Something is wrong with me."

What we want to help children understand is that they will not always be chosen or invited, but this does not mean they are inadequate. Children need to learn how to maintain positive feelings of self-worth in all the experiences they encounter.

HOW DO WE DO THIS? HOW DO WE HELP THEM FEEL GOOD ABOUT THEMSELVES AND COPE WITH FEELING "LEFT OUT?"

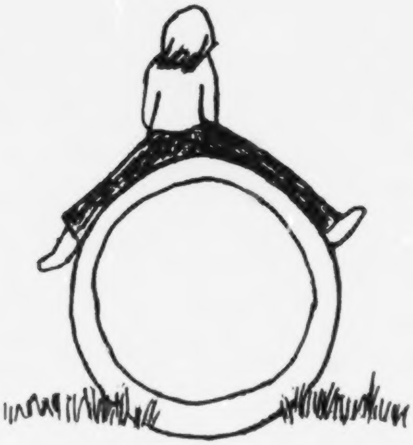
1) First, we recognize the child's true feelings. The adult says, "You feel left out and that makes you feel very sad. You really want to go to the party and you wish you were invited." The adult communicates to the child that her feelings are OK, that it is normal to feel sad. The child feels accepted for who she is.

Some children do not openly express their feelings with crying as Jamie did. Some may withdraw, act angry, etc. The adult must work extra hard to help these children identify their inner feelings.

2) Encourage the child to express further feelings through words and appropriate actions. The child may be feeling a wide range of emotions---sadness, anger, resentment, jealousy. Simply stating feelings out loud often helps to dissipate their magnitude. Allow the child to cry if he wishes or withdraw for awhile. The actions must be acceptable and not aggressive.

3) Share "reality information" with the child. This means to remind children of some "real facts" which may have contributed to their being left out. For example, Tanya's parents may have limited her to inviting only 4 girls, forcing her to make a choice. Some children are chosen last at kickball because they cannot kick or throw the ball as well as others. Remind Jamie she was invited to four birthday parties last fall and remind the ball player how well he does in math. Help children remember and value their strengths and accomplishments. These "real facts" help the child understand that even though left-out, they are still liked, appreciated, and worthy. Focus on this "reality information" only after helping children recognize and express their intense feelings. They cannot concentrate if they are bottled up with emotion.

4) Teach children positive social skills (and other specific skills like kicking a ball) so they will be more accepted by peers. Some children really may not be invited to a party because they aren't liked. They are bossy, or painfully shy, or aggressive. These children need intensive help from adults to learn acceptable social behaviors.



5) Encourage children to begin to take responsibility for their own needs. This is a big step towards learning how to cope. Ask the child, "Is there anything I can do to help you feel better?" The child may wish to be hugged, played with, left alone, or allowed to play alone with a special game, etc.

Help children begin the lifelong process of identifying their needs, knowing their inner selves, and coping with the frustrations life offers.

by Nancy Ledbetter

DIRECTOR'S CORNER

BUMPS & SPRAINS & BROKEN BONES

Scraped knee, "I don't feel good", fevers, sprained ankles and sometimes broken bones are "part-and-parcel" of working with children. What helps all adults in emergencies is an awareness of what to do before an illness or accident occurs. This includes:

1. Have written procedures and policies
2. Post the procedures and policies
3. Practice what-to-do. This could include role-playing with the children.
4. Have emergency equipment and suplies nearby (ie. first aid kit).
5. Keep up-to-date medical/health records on all children.
6. Post ON THE PHONES
   *emergency numbers (hospital, ambulance, fire, police, and poison control)
   *helpful phrases such as: "This is the *name of your center*
   at *address*.
   So many times, in an emergency, we cannot remember who we are or where we are. This simple posting of information helps emergency situations go smoother and in keeping things calmer.

On pages 6 & 7, EMERGENCY Health and Accident Procedural Policy Guidelines for CHILD CARE CENTERS is available for use in your program.

See p. 15 for WHAT WOULD YOU DO IF? A Children's Guide to First Aid - an excellent resource for a first-aid course for school-agers.

CONTINUED ON PAGES 6 & 7

DIRECTOR'S CORNER

POST EMERGENCY HEALTH AND ACCIDENT POST

EMERGENCY HEALTH AND ACCIDENT PROCEDURAL POLICY GUIDELINES FOR CHILD CARE CENTERS

RESPONSIBILITIES OF ADULT CAREGIVERS

Each adult caregiver shall assume responsibility for emergency care involving an enrolled child while he/she is under our program staff supervision.

STAFF SHALL FOLLOW THESE GUIDELINES IN HANDLING EMERGENCY AND NON-EMERGENCY MEDICAL SITUATIONS.

A. INJURY/ILLNESS REQUIRING IMMEDIATE EMERGENCY TREATMENT

EXAMPLES:
-Uncontrollable bleeding
-Seizures (convulsions)
-Shock - respiratory and/or cardiac
-Second and third degree burns, covering large area of body
-Fractured bones

STEPS TO FOLLOW

1. CALL Emergency Ambulance (phone no.________________) to transport child to (list your hospitals or clinics) ____
____
2. Provide First-Aid treatment. Check First-Aid Handbook
3. Adult stays with child at all times.
4. Secure child's medical information from individual child's file. Send medical information with child to hospital.
5. Adult caregiver to accompany child to hospital.
6. Notify Executive Director, Program Director, or Social Worker who will notify the child's parent or emergency contact person.
7. In absence of Executive Director, Program Director, or Social Worker, notify parent or emergency contact person. Emergency contact numbers of parents and contact persons are located____.
8. Shift staff to provide appropriate coverage for adult/adults who are handling the emergency.

B. INJURY/ILLNESS REQUIRING MEDICAL ATTENTION (NON-EMERGENCY)

EXAMPLES:
-Extreme vomiting/diarrhea
-Fever 103 degrees or above
-Severe pains, especially abdominal
-Cut that requires stitches

STEPS TO FOLLOW

1. Provide first-aid treatment.
2. Notify Executive Director, Program Director, or Social Worker who will notify child's parent or emergency contact person.
3. In absence of the above, notify the parent/emergency contact person.
4. If unable to contact any of the above persons, the child should be transported to ______________________________ Emergency Room.
5. If child is transported to the hospital by staff, be sure to secure child's medical information from social service file and send with child.
6. Shift staff for appropriate coverage for any adults out of the classroom dealing with the medical situations.

C. INJURY/ILLNESS REQUIRING FIRST-AID TREATMENT ONLY

EXAMPLES:
-minor cuts, scrapes, bumps
-vomiting/diarrhea, fever, headache
-"I don't feel good"

1. Provide first-aid treatment.
2. Aspirin and other medicine given only with written permission of parent/doctor.
3. Notify Executive Director, Program Director, or Social Worker who will notify child's parent.
4. At discretion of parent and Director or Social Worker, one of the following actions will be taken:
   a. The child will be taken home or
   b. The child will remain in the program but be quiet and rest or
   c. The child will return to routine child care activities.

WRITTEN REPORT OF ACCIDENT shall be completed by the end of that day by the caregiver who was supervising the child.

ACCIDENT INSURANCE - Staff shall be aware of program insurance policies and emergency facilities should be notified of same.

by Bonnie Johnson, RN., MS., CDS.

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ACTIVITIES

RAIN...MUD...WATER...MESS

One of the challenges continuously being faced by caregivers is: how to turn a dismal situation into fun-filled learning activities. The overabundance of rain and mud at this time of year is one of those dismal situations in need of challenging. What follows is a list of rain - and - mud activities to assist you in this challenge.

RAIN - WHAT IT IT?

- Collect rain in empty, clean containers
- Look at it under a microscope or magnifying glass
- Compare tap water to rain water to sea or river water (if available)
- Draw pictures of what is seen under the scope
- Go to the library and find books on microscopic life. Can anyone identify any life in the rain water? What about pollution - any signs of it in the rain water?
- Measure (in inches, in centimeters, or in ounces or grams) the amount of rain collected in an hour, 2 hours, a day. Make a chart of this over one month.

BRICKS

Make bricks from mud and straw. Experiment with different amounts of mud-to-straw to find the ratio that makes the best brick. Bake bricks in the sun or in an oven.

MUD HUT

Make a mud hut (similar to pioneer houses in the mid-west) of mud, dirt, grass, and twigs. Again experiment with different materials and ratios. Use brown paper or wax paper for windows.

FOOTPRINTS

- Line a shoe box with aluminum foil or plastic wrap
- Fill ½ way with mud. Add a little sand or dirt to make it dryer.
- Place your bare foot (or hand) into the mud. Press enough to make a deep print.
- Mix plaster of paris powder with water to make a thin cream consistency.
- Pour mixture into foot (or hand) print. Be sure not to over fill.
- Let dry for about a week.
- When dry, take out hardened print. Brush away loose dirt.
- Your print may be painted or left as is. Use in whatever way you want (paper weight, decoration, etc.)

VARIATION - Use sand instead of mud. Use melted wax (to make candles) instead of plaster of paris. (Adapted from Sticks and Stones and Ice Cream Cones.

OIL AND WATER

1. Fill a small jar half with water and half with vegetable oil.
2. Add a few drops of food coloring.
3. Screw lid on tightly.
4. Shake the jar. Watch the designs made by the wiggly water and oil.

(from the Big Book of Recipes for Fun by Carolyn Bukai Haas)

LOG RAFTS

1. Glue (with white glue) 6 dowels, (twigs or craft sticks may also be used) together in a row.
2. Glue one dowel to the back at each end. (to give the raft added strength).
3. Let dry overnight.
4. A mast can be made by glueing one dowel upright to the center of the raft. A sail can be made out of paper or cloth and attached to the mast.

NOTE: The story and escapades of Huckleberry Finn would be good to read or see a film in connection with this activity. Float rafts down "rivers" created by rain and/or melting snow in the vicinity of your program. (Adapted from Sticks and Stones and Ice Cream Cones)

OTHER IDEAS:

*Make a weathervane (see the Big Book of Fun, p. 117)

*Cornstarch Goop (see Kids Kitchen Takeover, p. 53)

*Grow eggshell gardens (See Kids Kitchen Takeover, p. 167)
*Collect poems about rain and mud.
*Write poems and stories about rain and mud.
*Paint with mud
*Paint with water (large paint brushes used for painting walls and houses are best - children like to "paint" fences, outside walls, gates, outdoor equipment)
*Walk and skip andplay in the rain, mud, snow.

HELPFUL HINTS

Inform parents about program plans regarding play in rain, snow, mud. Have plenty of plastic bags of various sizes to protect shoes and clothes when children forget or do not have boots and raingear. Also parents and community person/groups may donate used or new rain coats and boots for this purpose.

Have a place for wet, muddy protective wear to dry. Children have a tendency to drop wet clothes anywhere and also to track mud and water into the indoor area. This can quickly create a real mess unless adults plan ahead to prevent this.

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DRIED FLOWERS
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ADMINISTRATIVE NOTES

SCHOOL FACILITIES CHILD CARE ACT

The "School Facilities Child Care Act" (SENATE BILL S.1531) is important because: 1.) it provides recognition by the Federal Government of the problem of child care for school-age children, and 2.) it includes monies that will support continued assessment of the problem and community efforts to tackle the problem.

To encourage the use of public school facilities before and after school hours for the care of school-age children and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, that this Act may be cited as the "School Facilities Child Care Act".

STATEMENT OF FINDINGS AND PURPOSE

Sec. 2. The Congress finds that---

(1) the need for day care for the young school-age child before school, after school, during school holidays, and during school vacations when parents must work, is a national problem, affecting more and more families every year;

(2) approximately six million children, between the ages of six and thirteen take care of themselves when they return home from school;

(3) unsupervised children run physical and psychological risks, including accidents and feelings of loneliness and fear;

(4) research studies have indicated increased likelihood of alcohol and drug abuse and delinquent behavior among unsupervised "latchkey" children;

(5) the number of existing child care programs designed to meet the needs of young school children for before and after school supervision are scarce, frequently filled to capacity, and often unable to subsidize care for children from families with limited financial resources;

(6) the Federal Government has a role in the promotion of quality and adequate child care services which contribute to the well-being of children and families; and

(7) the use of the public school as the site for before and after school care offers effective utilization of existing resources.

Recognizing that the parent is the primary influence in the life of the child and that the parent must have ultimate decision making authority on issues relating to the welfare and care of the child, it is the purpose of this Act---

(1) to encourage the development of partnerships among parents, public elementary and secondary school educators, and child care providers designed to serve the interests of school-age children in need of before and after school care;

(2) to promote the availability of child care services to school-age children in need of services;

(3) to provide financial assistance to public agencies and private non-profit organizations utilizing public school facilities for before and after school child care services;

(4) to provide assistance to families whose financial resources are insufficient to pay the full cost of services for before and after school care; and

(5) to encourage state and local educational agencies and community organizations to assess the need for school-age child care services and to promote public awareness of the need to provide adult supervision of school-age children and the availability of programs to provide such services.

Write, Phone, Telegram, Talk to your Senators and Representatives, parents, other school-age programs, your local newspapers, radio, and TV stations ABOUT the need for school-age child care and the importance of the "School Facilities Child Care Act".

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PARENT'S CORNER: A PARENT HANDOUT

LIKE MONEY IN THE BANK AND YOU DON'T HAVE TO FILL-OUT THE LONG FORM!

A considerable part of your working salary is used to pay for child care expenses. As you prepare your federal income tax return in the next few months, remember the child care tax credit.

You may be eligible to subtract, directly from your federal income tax, 20%-30% of your work-related child care expenses if:

1. Your child is younger than fifteen (15) years of age.
2. You provide more than half of the upkeep of the home in which you and your child live.
3. You have income from work during the year. In two parent families, one parent may work and one may be a student and still be eligible. Otherwise both parents must be gainfully employed.
4. You pay someone 19 or older to care for your children. This may be a relative.

WHAT YOU NEED TO FILE:

1. IRS Form 1040 or 1040A. You do not need to itemize deductions in order to get this child care credit. You may not use the new 1040EZ form.

2. IRS Form 2441 Credit for Child and Dependent care expenses.

3. Records of child care expenses including child's name, fees paid, name of provider and dates of services.

EXAMPLE - Samantha Richards is divorced and keeps up a home for herself and her 4 year old daughter and her 8 year old son who she may claim as dependents. She files a Form 1040A and has adjusted gross income of $20,000. During the year she pays work-related expenses of $3,500 for child care at a day care center.

She figures her credit as follows:

Maximum allowable expenses for two qualifying children	$4,800
Her actual child care expenses	3,500
	x .25
Amount of credit (25% of $3,500)	$875

THIS IS LIKE MONEY IN THE BANK!
SUBTRACT DIRECTLY FROM TAX TO BE PAID!

SPECIAL TIPS

1. The maximum credit allowed for one child is $720 and $1,440 for two or more children.

2. Fill out form 2441 step-by-step, even if the total form doesn't make sense to you. By the time you reach the end, you'll have completed the form and have a clearer understanding of what to do!

3. Have someone else check what you've done. Two heads are better than one!!

RESOURCE

Publication 503 Child and Disabled Dependent Care - available from IRS

CONFLICT RESOLUTION

STRATEGIES TO HELP CHILDREN MANAGE CONFLICT PART III

When any two people get together, at some point conflict usually arises. Conflict is simply a part of life. Learning how to handle conflicts effectively is one of our goals for children (and for us adults, too!)

In the last 2 issues, several strategies for children to use in managing conflict from A Curriculum on Conflict Management by Palomares and Logan were reviewed. Three strategies are out-lined in this article.

Learning new skills takes practice. We can introduce children to the strategies and encourage them to try them, but we also need to be supportive as they practice. Listing all the possible strategies on a large poster and posting on the wall offers reinforcement of your teachings. Children can be encouraged to consult the list for ideas.

1) Taking turns is a much needed strategy for children who often want the same thing at the same time. Their needs are intense and immediate.

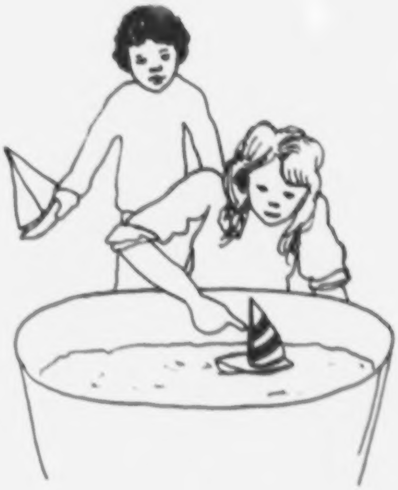
Two children both want to use the swing, sit next to the teacher, or wear the baseball glove. One solution is for one child to simply relinquish their turn. But, for both parties to be winners, the children can negotiate who takes the first and second turn. Whoever goes second, though, needs some kind of face-saving for giving up first turn. For example, "You go first because you're older," or "You go first but don't forget I want my turn later." These statements help avoid the negative winner/loser situation.

2) Apologizing is sometimes difficult for children to do because they view saying "I'm sorry" as the same as "I'm wrong." But, a child admitting that they are responsible can de-escalate a growing conflict.

When one child says they're sorry, the other child often offers some face-saving reply, such as "it's not all your fault. I was running too fast..." Sometimes "I'm sorry" is a way of saying "I feel bad that you are hurt" or "I'm sorry we fought over the doll."

As adults we must guard against the "forced apology" whereby the adult makes the child say he's sorry when in fact, he's not. An apology, to be effective as a strategy, must be sincere and spontaneously offered.

3) Postponing of a conflict to a more appropriate time may allow for a more positive and complete resolution of the problem. One or more of the children may be tired, hungry, or upset with parents about an incident at home. To model this strategy, you might say, "Stop now and talk after breakfast" or "wait a few minutes till we finish cleaning up, and you can sit on the couch and work this out." Postponement should only be temporary and used occasionally.



TAKING TURNS

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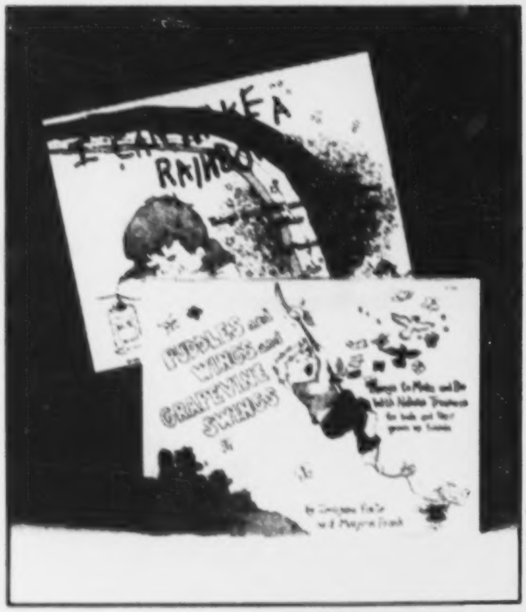
START PLANNING NOW!

SPRING & SUMMER RESOURCES TO HELP YOU



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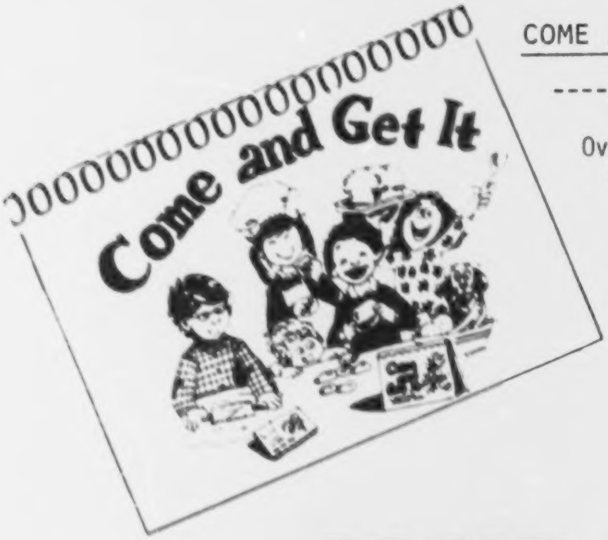

COME AND GET IT by Kathleen Baxter

----A Natural Foods Cookbook for KIDS----

Over 150 nutritious child-tested and child-approved recipes. Includes easy no-cook recipes as well as challenging activities for experienced young chefs. Recipes are for tasty, healthful, all-natural snacks, breakfasts, lunches, dinners and desserts which children can make themselves.

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COME AND GET IT ...

WHAT WOULD YOU DO IF?

A Children's Guide to First Aid by Lory Freeman

Simple 1-2-3 "how-to" information for handling first-aid and emergency situations without adult help. Situations range from a simple nosebleed to life-threatening chocking and electrical shock. Ideal for a first-aid course to include in your summer program. 80 pages. $4.95

STICKS & STONES & ICE CREAM CONES

by Phyllis Fiarotta

--A basic crafts reference for children-- Over 300 pages of step-by-step activities: patchwork, embroidery, sewing, painting, candlemaking, macrame, weaving and ideas for holidays. Easy directions and diagrams for children to follow. $6.95

SPRING & SUMMER RESOURCES ORDER FORM

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☐ Puddles and Wings and Grapevine Swings - Nature Activities and Crafts Book - - - - - - - 12.95
☐ What Would You Do If... - - - - Kids Guide to First Aid - - - - - - - - - - - - - - - - - - 4.95
☐ Sticks & Stones & Ice Cream Cones - - - - Basic Crafts Book - - - - - - - - - - - - - - - - 6.95
☐ Growing Up Green - - - - - Year-round indoor & outdoor gardening activities for kids - - 4.95
☐ Come and Get It - - - - - Kids' Natural Foods Cookbook - - - - - - - - - - - - - - - - - - 5.95

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RESOURCES RESOURCES

SCHOOL-AGE CHILD CARE CONFERENCES

School-Age Child Care: It Works!
April 12-13, 1984 Vienna, Virginia
(Metropolitan Washington, D.C. area)
Registration Fee - $75.00

Two Major Tracks: Starting Programs
Running Programs

For Details:
For specific workshops included and more information, contact Pat Diehl, Fairfax Co. Office for Children, 10396 Democracy Lane, Fairfax, VA 22030, (703) 691-3175

Especially for Providers of School-Age Child-care
April 27-28, 1984 Edina, Minnesota
Presented by the Minnesota Association for the Education of Young Children; Offers speakers, workshops, exhibits and idea sharing.

For Details:
Contact Linda Sisson, 5505 Doncaster Way, Edina, MN 55436, (612) 929-3431

ALMOST FREE RESOURCES

GROWING IDEAS KIT $ .50 from:
Chevron Chemical Company
575 Market Street
San Francisco, CA 94105

Many, many activity ideas on season and weather changes.

Color photograph Cloud Chart (11" x 7")
$1.00 plus a self-addressed stamped envelope from: C. C. Marketing
P. O. Box 1122
Glen Allen, VA 23060

Great for children learning to predict weather changes by cloud formation.

Ideas from: Freebies for Kids by Jeffrey Fernman. Published by Simon & Schuster, Inc.

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FEATURE

A NEW LOOK AT CARE FOR OLDER CHILDREN

Older school-agers (10-14 year olds) in your program? What to do with them once you've got them? What to do if you want to include them? Pre-adolescent and junior high children, have needs different than the younger school-agers but not quite the same as the older adolescent. They're capable of staying home by themselves, without adult supervision. However they still can use supervised care to help them make responsible decisions, to prevent their involvement in potentially dangerous situations, and to provide more opportunities for contact with good adult role models. Parents especially feel the need for all day summer care.

Children 10-14 years old need:

1) An opportunity to work with adult supervision and guidance.
2) Information on relationships including sex, values, assertiveness, and decision-making.
3) Time and opportunities to have fun together with friends of both sexes.
4) More advanced skill-training opportunities to practice skills in a non-competitive environment.

How are programs addressing these needs?

INFORMALLY

Some programs find that children, who have "graduated" from their program, still need supervised care. Because the child and the family are known to the staff, arrangements are made to keep the child in the program. For many family day home providers and center staff, this may mean only one or two older children per year. The older child is included:

-as a participant in regular activities,
-as a helper in the office, in the kitchen, with the younger children,
-as an expert to teach specific skills to a younger child such as guitar playing; shooting baskets; kicking, hitting, or throwing a ball; sewing or crocheting.

Although this type of arrangement does provide supervised care and opportunities for responsibilities and real work, it usually neglects the older child's need for peer social interactions, participation in organized activities with peers (sports, theatre, art, dramatics, and music), and opportunities to earn money doing real work. It also limits the older child's need to be independent and in charge of his life. His choices are severely limited by a program designed for younger children. Older children see themselves as much older than the nine-year-old. They want and need separate care.

Jill Steinberg, in Madison, WI, is director of programs serving kindergarten thru fifth graders. Because Madison does not provide organized child care for children past fifth grade and most parents in Madison feel older children do not need supervised care, she builds into her program ways to help children cope with unsupervised care once they "graduate". A.S.A.'s (After-School-Assistants) are chosen to perform honored tasks: making snacks, helping a new child adjust to the program, supervising younger children on field trips, showing people around the center. They must demonstrate honesty, responsibility, and trustworthiness before they can be an A.S.A. In addition, fourth and fifth graders will have a class this summer on coping with being at home alone.

A FAMILY DAY HOME SYSTEM

In Fairfax County, VA, two agencies, the Campfire Girls and the Reston Children's Center, provide after school care for 9-14 year old children through an innovative pilot project. Each agency has satellite family day homes which:

1) Provide care for ONLY 9-14 year olds.
2) Allow children to spend a limited time in their homes each day after school.
3) Have programs designed to meet the developmental needs of independence, positive adult role-models, social peer interactions, and participation in community activities (sports, creative interests, helpful services).

Parents, providers, and supervisory agency sign an agreed upon contract which spells out what hours and days of the week care is needed, including a detailed schedule of the child's activities. For example:
Brian, age 11 gets out of school at 2:30 p.m. on Mondays, goes home and phones Sarah Pleas, his family day home provider, to report that he has arrived home and that he'll be leaving at 3:30 p.m. for soccer practice. They chat for a few minutes about his day at school and what time he'll be coming to her house after practice. They hang up; he changes his clothes and gathers his soccer equipment. Sarah phones back to make sure Brian is at his own house.

According to project policies, Brian can only spend a specified time in his own home each day.

This type of care is not designed to be a phone check-in service. Rather he uses the family day home much as he would his own home. He checks in by phone or in person before venturing out to the community. Also, he may "hang-out" with the others at the family day home which without preschoolers is more conducive to peer social interaction.

Transportation from home to the day home and to community activities is provided by walking, bus, agency van and sometimes by the provider.

Fairfax County has extensive activities (sports, music, dance, theatre, art, computer) for older children. These activities are provided by the schools, community centers, other agencies; parents register their children as desired.

Fees for this family day home system are low which is attractive to parents while young adolescents like the sense of increased independence, responsibility and choice of community activities.

A SCHOOL-BASED JR HIGH PROGRAM:

Located on a kindergarten - 12th grade campus in Acton, MA, the Connection is "a comprehensive after school program for middle and junior high school children." Participants enroll for a 12 week term and come to the program 2-4 afternoons a week. There are three continuous 12-week terms per school year. Created by Sue Grolnic, the Connection was designed on information gathered from 700 6,7,8th graders. What these older school-agers wanted was to:

* Make money.
* Play sports (without the commitment and competition of school sports).
* Be creative - art, theatre, music.
* Spend time relaxing with friends and by themselves but feel safe and have adult assistance nearby.

The Connection has four "sub" connections:

I. The Sports Connection: Karate - Track - Soccer Clinic - Open Gym - etc.

II. The Creative Connection: Film Making - Song Writing - Theatre - Puppetry - Dance - Photography - Rock Band - etc.

III. The Business Connection: An apprenticeship program where kids learn business skills and earn real money: Babysitting - Catering Children's Parties - Snack Bar - Software Design and Creation - etc.

IV. The Personal Connection: Cooking - Computer Time - Lounge Area (for socializing, playing games, studying, relaxing).

The Connection creates a system for connecting older school-agers with other children, with other adults and with activities without transportation or scheduling hassles. A value is placed on promoting competency, self-confidence and the concept "it's okay to make mistakes". Children are encouraged to test their skills and interests without fear of failure.

For more information and resources:

Family Day Home Check-In System: In the Fall of 1984, a packet of materials covering starting, administering, supervising and evaluating the Family Day Care System for older school-ager children will be available. This packet will also include: Samples of contracts, recruitment flyers, training and an overview of legal aspects of this type of care.

Contact: Betsy Shelsby
Fairfax County Office for Children
10396 Democracy Lane
Fairfax, VA 22030
Phone # 703-691-3175

THE CONNECTION is owned be SRG Associates, Inc., an education consulting company offering a variety of services to groups and organizations wishing to establish after school programming for young adolescents. SRG offers two basic groups of services:

* Development of an after school program that is tailored to the needs of the young people in a given community,
* Assistance to a community in establishing an appropriate program on their own.

Contact: Sue Grolic
THE CONNECTION
17 Thoreau Rd.
Acton, MA 01720
(617) 263-6142

Center For Early Adolescence is a national center that provides information, training and resources for advocacy to professionals who work with 10 - 15 year olds and their families. This includes after school services which the center calls the 3:00 to 6:00 p.m. issue.

Contact: Center For Early Adolescence
Suite 223, Carr Mill Mall
Carrboro, NC 27510
(919) 966-1148

Two publications available from the Center are:

3:00 to 6:00 p.m.: Young Adolescents at Home and in the Community

3:00 to 6:00 p.m.: Programs for Young Adolescents

A brochure describing their other resources (including a free resource newsletter Common Focus) is available upon request.

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PRICE CHANGES: Kids' America is currently being reprinted by Workman Publishers. They have said the delivery date will be the end of March and that there will most likely be a price increase.

Sticks & Stones & Ice Cream Cones has also gone up in price. It is now $7.95.

DEVELOPMENTAL NOTES

GETTING STARTED - SEX EDUCATION CLASS

(This article is second in a series of three on planning and implementing a sex education course for 9 - 12 year old children. It focuses on developing curriculum and encouraging parents cooperation and participation. The last article in the May/June issue will outline specific curriculum ideas. All articles are written by Shirley Nix-Davis about her experience in planning and providing a sex education class for 24 school-age children last summer.)

After finally deciding to teach a sex education class to the school-age children our next step was gathering information for the curriculum. The five objectives for the curriculum were:

1. Every parent would feel comfortable about having their son or daughter participate.
2. The child could have fun while learning.
3. The parents could be involved with their child during this learning process.
4. The children would learn about resources outside of the home for finding information.
5. The child would be helped to make wise decisions as he or she progressed toward adulthood.

First, we did research. We found we needed "re-educating" ourselves!

Research consisted of trips to the public library for readings, sending off for pamphlets from local clinics, hospital schools, and the public health department. We also probed the local book stores for books on the subject especially designed for children.

Our best source of gathering information was the Planned Parenthood Association. We met with a representative for further direction and advice. At this time, we presented our proposed objectives and curriculum. The professional was able to advise us on: 1) adding and deleting information, 2) appropriate visual aids - films, books, and pamphlets, and 3) identifying helpful professionals in the field. We were also allowed to review related curriculum that had been implemented by other agencies.

About 8 weeks before the first class, we finalized our curriculum and planned a meeting with the parents of our targeted group. (You never want to implement a program such as this without parental permission.)

We planned our meeting with the parents to explain: 1) why we (instructors) were interested in teaching a sex education class to their child; 2) what we were going to teach in the class; 3) the approach we would use; and 4) what we wanted the parents as well as the child to get out of the class. To simplify things, we sent a letter to the parents prior to the meeting. In the letter, the major objectives were stated and an overview of the curriculum was outlined. This initial letter also included a "Permission to Participate" form - which was not to be signed until after the meeting.

During the meeting with the parents, we "broke the ice" by first showing a film "A Family Talks About Sex", which demonstrates that parents can and should talk with their child about sex. A guest professional was invited who helped clarify any concerns and questions. We discussed the curriculum outline, distributed materials to the parents and showed copies of each book the children would be using in the class. Parents were given a bibliography of suggested readings for the parent, for the child and for the parent-and-child to read together.

Suggested books included:

- Where Did I Come From, by P. Mayle and A. Robbins
- Whats Happening To Me, by P. Mayle and A. Robbins
- The Facts of Love, by Comfort and Comfort
- How Was I Born, by Lennart Nilsson

In making your decision to teach a Sex-Education class, follow these few basic steps, purchase some resource materials, collect a lot of pamphlets and get started!!!

DIRECTOR'S CORNER

PLANNING FOR SUMMER

START NOW! Get a big calendar and start blocking off days for special activities. Plan any big events first - sleepovers, camping trips, July 4th parties, etc. If extra funds are needed for these events, decide on what money raising activities will work best in your community. Include the children in the planning from the beginning. Let them help decide what the summer activities will be and how money will be raised. Set aside time for a couple of days to brainstorm ideas with the children. They can also make inquiries through phone calls and letters, filling in the calendar as they go along.

Next, set up weekly events (dancing, swimming, karate) and arrange for instructors and lessons in these if necessary. Now is definitely the time to line up transportation. Some organizations will provide transportation if notified far enough in advance. Other options are renting or borrowing a vehicle, making use of city bus systems, or asking parents to help out by driving.

Plan early for extended courses in nutrition, wrestling, sewing, cooking, etc. Many experts in the community are willing to come in on a weekly or biweekly basis to work with children. Summer is a good time for long range projects that the children plan for themselves and follow through to the end. Gardens, building go-carts, theatre productions, photography, and program newsletter are just a few ideas.

Smaller field trips and activities can be planned around these major events. Bowling, skating, and trips to farms or zoos don't usually need so much advance notice. Be sure to leave spaces on the calendar for unexpected, spontaneous events, like a concert, the circus or who knows what might come up?

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HEALTH & SAFETY

CPR TRAINING

Cardio-Pulmonary Resuscitation - who needs to know about it? and what is it anyway? In the past several years, health professionals have been advocating that lay persons be aware of it and know how to provide cardio-pulmonary resuscitation in the event of cardiac and respiratory failure. This push has included CPR certifications for child care workers. Increasingly, children are now being made aware of CPR techniques in scouts, in summer camps and in child care programs as well as public and private schools. Knowledge of CPR can literally mean life for an adult or a child.

What is CPR?

CPR is a method by which a person (the rescuer) provides both air and muscle to another person (the victim) whose heart and lungs have stopped. The rescuer actually breathes air into the lungs (through the victim's nose or mouth) while exerting pressure to the chest (over the heart muscle) which makes the heart pump blood to the body, especially to the brain. Many life threatening situations occur in the day-to-day lives of children and adults. Heart attacks, drowning, electric shock, choking can occur anywhere and may need immediate CPR in order to save a life.

Where Does It Fit Into Your Program?

* All child care workers need to be taught and be certified in CPR.

* All children 13 years old and older need to be taught and be certified in CPR.

* All school-age children need to be taught:
  - an awareness of different emergency situations
  - how to obtain help in an emergency
  - how to provide mouth-to-mouth resusitation (or ventilation), and
  - the steps and methods of cardiac compression.

NOTE: The American Red Cross and the American Heart Association recommend that CPR certification begin at age 13 years.

However, children younger than 13 years can be taught about CPR and what they can do in an emergency. Most children under 13 years of age do not have the decision-making skills to assess a pulseless or breathless state or the strength to do cardiac compression effectively.

How Can You Include CPR In Your Curriculum?

Six to eight weeks ahead...

Contact the American Red Cross, the Heart Association or the Nursing Department of your local hospital to arrange for classes for child care workers and classes for the children. The course for children is a total of 3-4 hours; for adults (for certification) it is 6-8 weeks.

ACTIVITIES

Begin planning specific activities to do with the children to teach them about their heart and lungs. (See below for suggested activities.) Provide these activities during the two weeks prior to the children's CPR class.

* Listen to heart and lungs with your ear to the chest over the heart and over the lungs. Then use a stethoscope.
* Count heart beats and respirations.
* Find pulse spots on body: radial(wrist), brachial (inside elbow), jugular (neck), pedal (foot).

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- Count pulse...
    - While lying down,
    - While sitting,
    - While standing,
    - After walking for 5 minutes,
    - After running for 5 minutes.
- Make a graph of pulse rate during different activities.
- Mold a heart out of playdough or clay - have children look at photos of real hearts to copy.
- Have children think about and find out answers to these questions:
    - What do the heart and the lungs do?
    - How do the heart and lungs work together?
    - How do the lungs work day and night?
    - How does the heart work day and night?
    - How big is the heart?
    - How many times does the heart beat per minute? Per hour? Per day? Per week? Per year?
    - Where is the heart? Lungs?
    - How is the heart and lungs divided?
- Have children identify and look at the heart and lungs of a turkey.

* Heart Tracings

Materials needed:
Red construction paper
Scissors
Tape
Pencils, pens, crayons

Have children:
-Close one hand to make a fist.
-Trace their fist onto the paper.
-Cut out their traced fist. This is approximately the size of the shape of their heart.
-Stick "heart" over center of their chest. The heart is located in the center of the chest with the more pointed end turned down and to the left.

* Heart Beat Simulation (Have children simulate their own heart beat.)

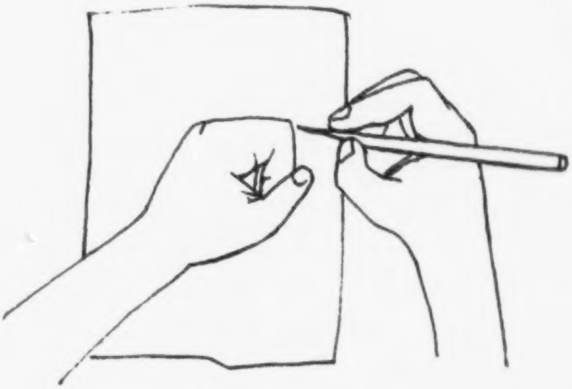
Materials needed:
A tennis ball
A metronome (an instrument used in music to count beats)

What To Do:
-Give each child a tennis ball.
-Set the metronome for 90 beats per minute.
-Have children squeeze the tennis ball to the beat of the metronome for one minute.

Talk about how tired your hand feels and how strong a muscle the heart is to keep that up every minute, day and night.

CPR training and activities are ideal for the long days of summer or can be scheduled into small units during the school year.

RESOURCES: Contact the American Lung Association and The American Heart Association, nearby museum of science, local hospital, public library, and public schools for heart and body models, graphic photos, films and books.



Trace your fist to see the shape and size of your heart.

ACTIVITIES

MONEY-MAKING PROJECTS

Have you ever noticed that mentioning the word money in conversations immediately captures the attention of both adults and children? Beginning around age 9, children are fascinated with money: how to earn it, spend it, and occasionally save it. Why not tie into that interest and include child-centered fund raising as part of the after school program? Projects such as art fairs, box suppers (decorated lunch bags with hot dogs, cookies, carrot sticks and of course, potato chips), car washes, and even the perennial kool-aid stand all give children the opportunity to get involved in a fun activity with a payoff. Consider these ideas as you think about fund raising projects:

- Adult participation in the planning and implementation is vital. Educational concepts of mathematics and reading play an important role in budgeting for the event, estimating the response, printing tickets and determining the profit.
- Involve children from the start. Let them come up with the idea and think the whole event through from beginning to end. Draw up a schedule of the necessary steps and post it so everyone can see their progress.
- Children can make posters, print tickets, set a financial goal, prepare food, set up tables, serve food, clean up, wash cars - the list goes on.
- Adults should provide supervision and good judgment, making sure the project suits the developmental needs of the children (younger children need simple events) and has a good chance of success. Then move back, and let them carry out their plans.
- Evaluation is just as important as planning your event. Did the event go as planned? Have all the bills been paid? Did the children have fun? (a necessary factor in any success) Would they like to do it again?
- One final consideration: without a purpose any activity will lack a focus. So before you begin, ask yourself what the goal is: to raise a large amount of money to purchase gymnastics equipment? just enough money for a special field trip? or an event for just the fun of it? When you have a clearly expressed goal your're bound to succeed.

By Kathleen Hermes

Please share your fund raising ideas with others. I'm hoping to collect information about successful, innovative fund-raisers involving school-age children.

1. *What kind of event did you have?*
2. *How were children involved? (specify ages)*
3. *Was it successful?*
4. *Would you do it again?*
5. *Please send any flyers or samplers of promotional materials that you've used.*

Send to:

Kathleen Hermes
School Age Child Care Project
The Living Center for Family Enrichment
3515 Broadway, Suite 203
Kansas City, MO 64111

In exchange for your ideas, I'll send you a compilation of the ideas received.

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ACTIVITIES

SUMMER OVERNIGHT CAMPING

Many national parks and recreation areas have free programs which invite community groups to use park facilities. Our experience with the Gateway National Recreation area located on the border of a densely populated urban area provided a "get a way" for children and leaders, and exposure to outdoor living experiences which were rewarding to all.

During the past two summers more than thirty 8 to 10 year old children and four staff members from the "Juniors" School Age program at the Hi Hello Child Day Care Center in Freeport, New York spent two fun filled, exciting days and one night experiencing living at the Gateway National Recreation Area in Brooklyn. They learned the art of tent pitching, detritus preservation, seining (two people fishing with one net) and organic gardening.

Planning for the "overnight" began in the early spring. Three leaders spent a training weekend at the park. They learned about the program for children, what Hi Hello would need to provide, how meals and routines would be handled. All the time and effort really paid off. The children had a wonderful time and learned a great deal, too!

Some of the children's own comments:

"I learned how to tell poison ivy by the leaves. The poison ivy has three leaves and is shiny."

"In the morning we went to the garden, we picked vegetables and ate them, then we had lunch."

"I learned how to cut the weeds in the garden. We also went fishing in Jamaica Bay. We caught whiting, jellyfish and mud snails."

"I liked wearing the waders and using the seining net. I learned how to put up a tent and how to cook outdoors. We had a great time!"

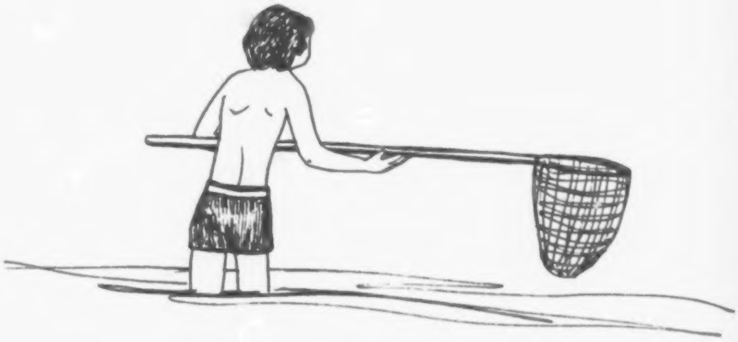
"In case you are wondering about what the food chain is, I will tell you: It is started by the sun (we all know there would not be life without the sun). It produces food for animals which are killed by people and become food for people."

"We had to sleep in pup tents, they are very small. At night most of the kids ran out of the tents. We moved one of the tents. At night when we got caught in the rain it wasn't that bad. We went inside in the main building where we played with the earthball."

An unexpected bonus - leaders and children can't wait until NEXT summer to go camping - a new Hi Hello tradition!

There are campgrounds managed by scout groups and other outdoor organizations which are available at little or no cost for overnight trips all year. Get in touch with the outdoor groups in your area!

By Vivian Mannis
Freeport, New York



CONFLICT RESOLUTION

BEEN COOPED-UP TOO LONG?

It's called 'cabin fever'. Caused by long periods of time spent inside when outdoors is too cold, too wet or too hot. It's hard on adults and almost unbearable for children. They quibble, quarrel, argue and lose control because they are bored, frustrated and tired of being cooped up indoors. Here is a message to all teachers - Don't Panic! A lot can be done to deal with and prevent 'cabin fever'.

Good planning is very important, especially when children are included in the process. Ask the children what they would like to do. Spend a couple days going over activity books and brainstorming ideas with them. Then, as a group, schedule the activities and post them on a large calendar where all the children can see.

This might be a good time to rearrange the room. The children could take a day to plan and another day to actually move everything.

A fun activity for promoting good self-concept is to give the children job opportunities. Put an ad on the bulletin board and have a simple application printed up. Example:

WANTED: Receptionists, Janitors, and Cook's Helpers

APPLY: Wednesday 4:00 p.m.

Name Veronica
Address 1201 Blue St.
Hobbies Skating
Experience I answer the phone at home and at grandma's
References Mom and Grandma

The children can really be useful in helping to get odd jobs around the school done. Be sure to keep schedules and accurate time cards. If possible, pay the children even if it's only a quarter. If not, at least compensate them with stickers, fast-food coupons, first choice or extra time at a favorite activity.

Go outside everyday even if only for 5 minutes for a quick run. Adults and children need the chance to let off steam.

Extended time indoors is a good time to review program rules with children. Discuss the rules and the reasons for them with the group. Maybe new rules need to be added or old ones may be inappropriate. Keep rules simple and as few as possible. State positively and be sure to let the children have input. They will be much more willing to follow rules that they helped make and caregivers will find they have extra help enforcing them.

Even with good planning, trouble can occur. Children are not the only restless, impatient ones. Adults are often irritable, bored, and frustrated during cold, wet or very hot days. For this reason, it's handy to have a standard Discipline Plan clearly posted. Again, involve the children in deciding on a discipline plan.

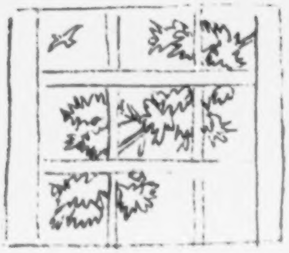
Sample Discipline Plan

Step 1 - Remind child of the Rule
Step 2 - Redirect child within Activity
Step 3 - Redirect child to another Activity
Step 4 - Remove child from the Group
GIVE POSITIVE PRAISE WHEN CHILD COMPLIES.

Remember to always give children fair chances. It may seem like they should know better, but give them another chance and another chance and another chance..... Children need many chances, and thus, opportunities to practice appropriate behavior.

Sometimes even good planning, rules and a discipline plan aren't enough. "Time-out" is for children who are out of control. Designate a special area, corner, or space in a room as the Time-Out Area. Try to make it soft, with pillow, carpet, wall coverings, etc. Invite the child to rejoin the group or caregiver when the child feels she is calm and in control. *(Ed. Note: See Jan/Feb 1983 issue for more on "Time-Out")*

Contracts work well with some children who continually break rules. When the caregiver and the child are calm and in good control, a private meeting can be arranged to discuss the problems (on both sides) and come to an agreement about desirable behavior. They can draw up a contract outlining the desired behavior of both parties. Point systems and rewards can also be effective with or without formal contracts.



Good planning, rules, a posted discipline plan, time-out and contracts can all be very helpful but the key is to involve the children in the process. With adult guidance, let them decide how to spend their time.

By Tracy Besley

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DIRECTOR'S CORNER

ENCOURAGING PARENT PARTICIPATION IN SCHOOL-AGE PROGRAMS

As administrators of school-age programs, we have all experienced the frustration of parents who show little, if any, interest in the program that we're striving to create for their children. The first step in facing this problem is to see our programs in perspective with all other parental responsibilities. Parents have a broad range of commitments: their child's elementary school, their own work schedule, girl scouts, soccer practice, even other family members with various needs. Now here we are demanding more of their time.

Despite the obvious obstacles, we feel that a degree of parent involvement is important to the quality of the program. The following are ways that we have found successful for drawing parents into our program.

Parent Newsletter

At the beginning of each month we print a one page parent newsletter. Brightly colored paper makes it stand out from all the other papers children bring home. We limit this to essential information: field trip dates and times, special classes being offered, new policies and upcoming events.

Parents Bulletin Board

Our parents bulletin board is hung above the sign out sheet, at eye level, where parents are most likely to see it. It is brightly colored and holds clear, simple to read notices about field trips, policy reminders or community events.

Open Door Policy

We continuously stress that parents are welcome to join us on field trips, share a special interest or skill with the children, or pull up a chair and participate in any of our activities.

Parent-Teacher Conferences

Twice a year we set aside time for optional conferences. If a parent has questions or concerns about a child that requires uninterrupted time for discussion, a conference gives them the means to pursue these. If there is a problem with a child, we will request a conference with the parent at any time during the year.

Family Events

The children take an active role in five events each year. Their enthusiasm carries over to the parents and convinces them to attend our events.

1. Dinner and Parent Meeting. Each fall the children prepare dinner for their families. Choosing a theme for the dinner lets us extend the idea into other areas of the curriculum.

   One year the children made a spagetti dinner. The preparations included sewing aprons, to wear while they "waited on" their families, dipping candles and making checkered tablecloths, decorating their room in the spirit of Italy and preparing all the food.

   A Mexican Taco and a Pizza dinner have also been successful. After dinner the children watch a film while parents gather in another room. A guest speaker leads a discussion of pertinent issues such as self-esteem, discipline, or homework.

2. Holiday Program. Each December the children put on a presentation that includes skits, songs and dances. They make costumes, write their own skits, decorate the room, make refreshments and learn about working together towards a goal.

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3. Open House. During late winter or early spring we invite parents to an open house that is held from 4:00 to 6:00 p.m. Since they must stop to pick up their child, this simply encourages them to spend a little more time in the program that day. One year we used this opportunity for a crafts fair. The children made and sold crafts to earn money for new outdoor equipment.

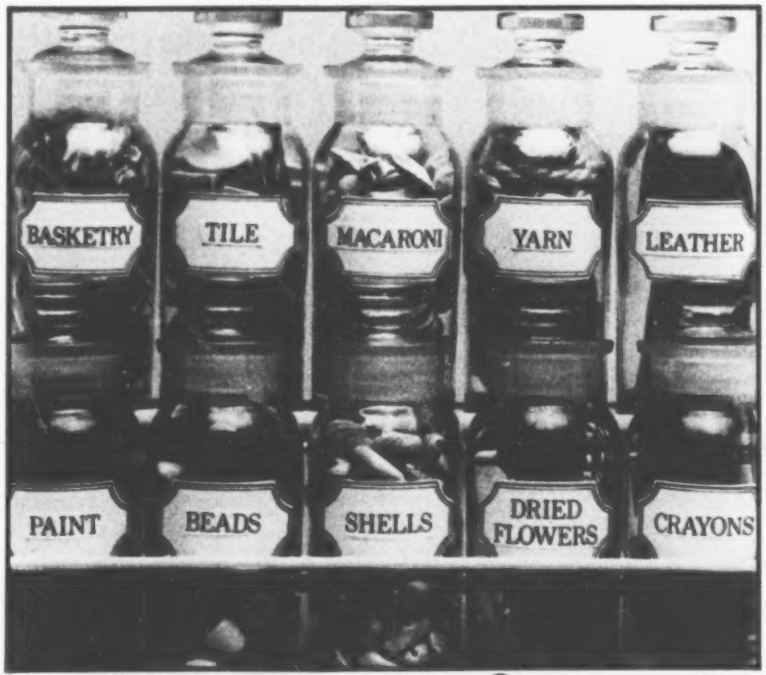
   Another year featured an International Open House. Children split up into groups, with each group representing a different country. Each group went to the library for books on their country. They prepared food, maps, flags, and even wore the clothes of their country and shared with each other and their parents all that they had learned.

4. Family Picnic. Before school ends each year we have a potluck picnic at a nearby park. The children spend the afternoon at the park and parents meet us there after work for a casual picnic.

5. Camping Trip. Each summer we go on an overnight camping trip. The children go to the camp site early in the afternoon, hike, swim, set up camp and prepare dinner. Parents meet us there after work. Songs and ghost stories around the campfire, cooking breakfast in the chilly morning air and relaxing together in the woods has a way of bringing people together.

We have been overwhelmed by the degree of participation of our busy parents. Parents have a great deal they can add to our school-age programs; our job is to open the door and include them. The key has been involving the children and providing opportunities for parents to share meaningful experiences both with their children and with other families.

By Shelly Bokman
New Horizons School-Age Center
Los Altos, California



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RESOURCES RESOURCES

"LATCHKEY" AND SCHOOL-AGE CHILD CARE REPORTS

NEW REPORT on SACC

School-Age Child Care: A Policy Report by the Wellesley School-Age Child Care Project will be available the middle of March. It covers a review of school-age child care both the history and current trends. Also covered are: Parental Preferences and Practices, Review of Current Research on Effects of Self-Care, Financing of Programs, Regulations, and Recommendations for Policy Makers.
$10

Contact: School-Age Child Care Project
Center for Research on Women
Wellesley College
Wellesley, MA 02181
(617) 431-1453

Free school-age advocacy newsletter is also available from the above address. The SACC Project Newsletter is published quarterly by the School-Age Child Care Project (SACC Project). It is of special interest to administrators of and advocates for school-age child care. It covers current information on legislation, training, conferences, and policy issues.

TWO NEW REPORTS on LATCHKEY CHILDREN

School-Age Child Care in New York State: Cooperative Strategies for Solving the Problem of Latchkey Children

Free of charge on an "as available" basis.

Contact: Rebecca Hatch
NY State Council on Children & Families
Tower Bldg. 28th Floor
Empire State Plaza
Albany, NY 12223

Who's Watching Our Children? The Latchkey Child Phenomenon

Available for $2.75 (Calif., add 6% tax) Make check payable to Senate Rules Committee.

Contact: California Senate Office of Research
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FEATURE

ADVOCATING (FIGHTING) FOR CHILDREN:

THE NEED FOR POSITIVE PROTECTION

"Surburban middle-class 'latchkey' children are happy and comfortable with their arrangements, a new national survey shows." (from UPI National News Service),

"Latchkey kids come home to fear, isolation, boredom" (Gannett News Service)

School-age children, home alone: lonely and frightened? happy and comfortable? The really important question is - Is it good for them?

Sometimes, children need to fight their own battles - to learn to assert themselves - to learn and perfect their conflict-solving skills. Sometimes, children need adults to fight battles in their behalf.

The place most of us find ourselves advocating for children is within the walls of the child care program. We try to protect children from injustices and from harm. Therefore, we intervene if two children are physically hurting each other or if one child never seems to get an opportunity to play with the basketball. We try to promote optimal experiences. We provide nutritious food. We strongly urge, promote, and plan a gymnastics class within the program. Or we talk with parents and teachers about a child's difficulty with math. Most of the time, we do a good job advocating within our walls.

But, children also need us to ADVOCATE for them outside the program in regard to their health, safety, education, community and family as well as in regard to advertising and media (TV, radio, film). This advocating can occur at parent meetings, school board meetings, advertiser's offices, government proceedings and in legislative councils.

One area that concerns all of us in the school-age child care field is the need to advocate persistently, firmly and even loudly that school-age children need supervised care. They need positive, nurturing protection. Many are already speaking out:

> Dr. Virginia E. Pomeranz in April 1984 issue of Parents Magazine wrote: *"I make very few categorical statements, but this is one of them: no child of this age (5-6 years)--no matter how intelligent, resourceful, and reliable--is mature enough to be left alone at home, ever."*
>
> The Child Care Action Campaign is alerting the public and government to present crisis in child care. Their main objective is a national plan for affordable, accessible quality child care for children birth to 16 years old.
>
> From David Elkind as cited in School-Age Child Care: A Policy Report (Dec. 1983, p. 18) *"Growing up too quickly---being given responsibility prematurely ---can produce undue stress. The child's characteristic response to this stress is anxiety that is not attached to any specific fear."*

From a developmental point of view children under the age of 12 are not ready to be left home alone. We know that the elementary aged child has not reached the stage of abstract thinking. This means that they are not yet developmentally equipped to make all the appropriate judgements and decisions needed in common self-care predicaments or emergency situations.

YET!

Working Mother, (Feb. 1984) published an analysis of the results of a self-reporting survey of 709 six to fourteen year old latchkey children. These results were then picked up by the UPI News Service and printed nationally. Although, it refers to the question of "whether this kind of unstructured, unsupervised afternoon is good for kids or not..." the seven-page article goes on to make the case that school-age children not only don't mind being home alone, but they actually enjoy it and may have opportunities for positive growth.

This recent trend of articles portraying children home alone as happy and comfortable is disturbing. In a sense, it legitimizes the "latchkey situation" as an alternative to adult supervised care. This "latchkey alternative" is further validated in the eyes of the public by the recent media attention to "latchkey phone hot-lines" and survival training.

Therefore, parents can feel that it is alright to leave their children home alone. This is especially true since most parents with school-age children are faced with little time, limited finances, and too few community child care resources. As much as parents may save in money and energy by leaving their children home alone, they worry about their safety, behavior, and possible negative effects. All of which adds to "working parent guilt."

Parents (as well as communities and governments) need to hear from us and be reminded of the risks of "latchkey" care and the benefits of supervised care. As James Garbarino has stated: *"risks associated with latchkey children are of four types: that they will feel badly (e.g., rejected and alienated); that they will act badly (e.g., delinquency and vandalism); that they will develop badly (e.g., academic failure); and that they will be treated badly (e.g., accidents and sexual victimization). All four are quite real."*

"POSITIVE PROTECTION" is needed. Hot-lines and survival training are not a substitute for adult supervision, protection and guidance. They are a last resort and should not usurp community resources that may be used for providing programs.

Quality adult supervised care promotes:
-successes and a sense of self-worth
-opportunities to take risks and responsibility within a secure setting
-a caring environment
-fun experiences with peers
This is POSITIVE PROTECTION.

****

SAVE HALF A CHILDHOOD - SUPPORT SCHOOL-AGE CHILD CARE!!!

****

See next page for advocacy resources.

ADVOCACY RESOURCES

Child Care Action Campaign
P. O. Box 313
New York, NY 10185
(212) 354-4669

Children's Defense Fund
P. O. Box 7584
Washington, DC 20044

Children's Advocate
(a bimonthly newspaper)
Berkley Children's Services
1017 University Ave.
Berkley, CA 94710

School-Age Child Care Project
Center for Research on Women
Wellesley College
Wellesley, MA 02181

by Rich Scofield and
Bonnie Johnson

EDITOR'S NOTE

At present National legislation is pending to fund between $15 - 30 million for developing school-age care in school buildings.

In California $100 million (!!!) has been proposed for similar legislation.

* * *

Please Note: When you renew, we will be moving your expiration date up one month to the front part of the publication period, i.e. 0685 to 0585. (Your expiration date is in the upper right hand corner of label above the zip code. It refers to your last paid issue). Example: 0585 would expire with the May/June 1985 issue.

PUBLISHER'S NOTE

HALF A CHILDHOOD: Time for School-Age Child Care

- describes the child care needs of families with school-agers and how communities can respond
- includes developmental needs of school-agers and how programs can respond
- emphasizes and examines the importance of "half a childhood": the hours when parents are working and school is not in session.

This new resource has had additional updated information added to the original manuscript and will be published in May, 1984. You may still order this new school-age resource at the pre-publication discount of $5.95 plus $1.00 shipping. All orders must be prepared to receive this discount. Prepublication discount offer expires June 30, 1984.

****

OUT OF PRINT

We regret that KIDS' AMERICA and GROWING UP GREEN are now out of print and will no longer be available through School Age NOTES. We suggest the BIG BOOK OF RECIPES, I CAN MAKE A RAINBOW and our most recent addition AMAZING DAYS as excellent activity books. HUG A TREE and PUDDLES AND WINGS AND GRAPEVINE SWINGS are both great nature/exploration books. See page 15 to order these books.

****

FREE RESOURCE

We are offering a FREE resource Summer Program Guidelines to all new subscribers. As an appreciation to current subscribers, we are extending this offer to you. Please send a self-addressed stamped envelope to receive your FREE copy.

DEVELOPMENTAL NOTES

"WAIT A MINUTE!"
WHY SCHOOL-AGERS ACT AS THEY DO

Recent requests have prompted the following article about the developmental characteristics and needs of school-age children. It is based on workshop material I have presented at various conferences. The more we know about why school-agers act as they do, the better we can plan and implement care for them.

From around 7 to 10 years of age, children are in a developmental stage that Piaget calls "concrete operations" and Erikson calls the stage of industry vs. inferiority. The terms concrete operations and industry vs. inferiority are apt descriptors of this period.

CONCRETE OPERATIONS

Everything has to be concrete; everything has to be real. The school-age child is based in reality. It is at this time that children want to do real work, do real jobs, use real tools.

The preschool child happily "cooks" in an imaginary kitchen or "bakes" in a miniature stove.

The school-age child wants to make real cookies using real flour, sugar, real bowls and measuring spoons and bake in a real oven.

The preschool child plays with a ball or with game pieces in ways which may change from day-to-day, moment-to-moment. She has no regard for or need for rules.

The school-age child has a need for structure, order, and for rules. This can be seen in his activities:
- kickball, Monopoly, Boggle, "Go Fish" (all games with rules)
- collecting stickers, string, baseball cards (how many? what kind?)
- lining up and putting in groups: dolls, plastic animals, "army men", Hot Wheel Cars, etc.
- "clubs" and "gangs" with their own rules.

Structure and rules provide a sense of security and a way to order their world. This ordering of their world allows school-age children to develop an understanding of what is going on around them.

INDUSTRY vs. INFERIORITY

School-age children are workers; they want to be busy. They need to know what they do counts; that it serves a purpose. They strive to complete a job and do it the right way. School-agers say "Wait a minute!" out of their need for completion. Their sense of self-worth comes from accomplishing a job.

The preschool child hammers nails into a board just for the sake of doing it.

The school-age child hammers nails for a purpose:
- To master the skill of hammering nails the right way.
- To count how many nails they can hammer into one board ("ordering their world").
- To build and complete something - a club house, go-cart, or a replica of an airplane.

The preschool child climbs up and jumps off the dirt pile or wooden structure over and over just for the fun of it.

The school-age child climbs up as far as he can and jumps off until he's accomplished the feat to his satisfaction. Once achieved he's no longer interested in the activity. School-agers say "It's boring" because they've proved they have already done something and are ready to move on to a new goal. The fun is in the completion, not just the doing.

As part of this stage of industry, we see the development of characteristics which are necessary for effective adulthood:

1. Learning to complete tasks
2. Learning to organize
3. Persistance

4. Achievement and reinforcement of positive self-esteem through doing a good job.

"That's not the way Mr. Rogers mixes the paint." The school-age child sees the world in absolutes, right or wrong, best or worst. There is no middle ground. They have not reached the stage of abstract thinking which allows for a variety of ideas, views and ways of doing things. (Although abstract thinking is a part of the adolescent years, you may see the beginnings of this in 11 and 12 year olds.) Therefore, we often hear the phrase, "That's not the right way." For school-agers, there is only one way to do something. This helps them to order their world (concrete operations) and to get things done (industry, sense of accomplishment).

Because the school-age child is becoming less egocentric - he no longer sees the world as revolving around him - and because he likes rules, caregivers can appeal to his sense of fairness as an effective discipline method.

EXAMPLE:
If 8 year old Todd monopolizes all the legos, Erica, his caregiver can say to Todd: *"Todd, you'd really like to play with all the legos all day, wouldn't you. I wish we had enough legos so you could. But, we don't. For it to be FAIR to everyone, they have to be shared."*

CAUTION: This appeal needs to be within their developmental world.

1. They have to have experienced something similar.
2. It has to be clear cut "it's right to do it this way, it's wrong to do otherwise."
3. Their understanding increases if a rule has previously been established and they know the rule.

A FINAL WORD

In their pursuit of mastery of specific skills, the school-age child has a need to take risks and to try their wings but within the structure and limits of a safe environment. This is important on two levels: to promote risk-taking behaviors while limiting potential injuries/harm and to counteract the school-ager's tendency to not try something at which they might fail. "That's dumb" is a phrase frequently used by school-agers who want to avoid trying an activity because of fear of failure. FAILING AT A SPECIFIC TASK EQUALS "I'M NO GOOD" to the school-age child.

ADULTS CAN HELP

* by providing support and security thru their physical presence,
* by having clear rules and safety measures,
* by being an imperfect role model - demonstrating that practice and failures and continued trying are necessary for mastering a specific skill - even at the risk of appearing "silly" in front of others.

The danger of this stage is that the child who does not have enough successful experiences can develop a self-image of inadequacy. It is important that programs provide activities which build self-esteem and are conducive to success. Plans are needed so that children can complete tasks or activities. All of us have heard the school-age children saying "WAIT A MINUTE! Give me one more minute!" with a real sense of urgency in their tone. Children who do not finish equate this as a failure. Children need activities to be broken down into steps which can be completed in short blocks of time.

Once we, as caregivers, understand how important the message "WAIT A MINUTE" is, we can give children that minute which can mean success and lead to a higher self-esteem. This also creates less frustration and more enjoyment for caregivers as we stop working against the child and start planning and working in rhythm with the child's needs and development.

by Rich Scofield

CURRICULUM CORNER

THE SEX EDUCATION CLASS

This article is last in a series of three on a sex education course for 9-12 year old children. Specific curriculum ideas are outlined below. This articles by Shirley Nix-Davis and Rita Heffner is about their experience with a sex education class for school-age children last summer.

Our curriculum developed around the information and misinformation of sexuality the children had been and were discussing among themselves and with the caregivers. We also made sure the curriculum could be easily understood by everyone, that it was "fun" and not boring for the participants, and that it promoted a positive self-concept for the children.

The ten-week program began with a pre-survey to see what technical information the children had already. The pre-survey was a tool to stimulate anonymous questions for our question box. How naive we were! Our children did not need the privacy of a question box. They wanted immediate answers. Therefore, our first session was centered on anatomy.

The following sessions addressed physical growth, menstruation, emotional growth, relationships, touching, psychological differences in the sexes, homosexuality, veneral diseases and consequences and responsibility of sexual relationships.

The last three sessions included field trips to professional resources who helped us explore childbirth, medical clinics, and birth control methods. As stated earlier, we wanted to develop positive self-concepts as well as have fun with the project. The children had a notable curiosity about changes in themselves. They were struggling to understand how they fit into their environments.

The following activities are designed to help children develop a sensitivity to their own needs, attitudes, and values as well as that of others.

ACTIVITIES

"Getting to Know You" banners stimulate children to think of things they do well, music they like, hobbies they enjoy, dreams to be accomplished, and noting special things about themselves.

"Me Board" - For the first class, construct a "me board" for each child. Entitle it "I like myself because..." Each class ask the child to fill in the blank with something different. Note any changes during the course of time from the first class to the last.

Draw a picture of home. List things that make you feel at home anywhere you go.

Ask children to bring a baby picture to school. Let the group guess which person goes with each baby picture. What does your family remember most about the day you were born?

Interview a parent on what changes she/he has experienced in the past few years? Learn how parents felt about the changes they most remember in growing up. Talk about how each child has changed during the last few years.

OTHER ACTIVITIES

Not only was our goal to provide children with information but to assist them in clarifying wise decision-making processes and problem-solving techniques.

* *Make a list of places you might find information about sex-related topics.*
* *"Puberty Puzzles" allow children an opportunity to discuss myths and misinformation about growth changes.*
* *The "Body Clock" matches body change sequences with diagrams.*
* *Label diagrams of the male and female reproductive systems.*
* *Trace the journey through the reproductive systems of the egg and the sperm.*
* *List sex-related slang words and their*

meanings - Do not be afraid to ask the child to use "street" terms. Remember the "street" term is all the language some children know.
** Role play and discuss dilemmas and decisions in order to practice methods of solving problems and developing responsibility.*
** Have resource books for the children to check-out during free time. We had a designated area (just outside the social worker's office) for the children to use the books. She would often be close and available for discussion with individual children. However, many of the children wanted the privacy of "checking the pictures out" on their own.*

SUPPLEMENTARY MATERIALS AND RESOURCES

1. Five films were selected to stimulate thinking about puberty changes, family relationships, feelings, and problems with veneral diseases.
   Human Growth II
   Then One Year
   V.D. Attack Plan
   Human and Animal Beginnings
   A Family Talks About Sex

2. Comic books that summarize the facts about sex, veneral disease, and becoming an unwanted parent were both fun and educational - from the National Foundation March of Dimes.

3. Curriculum Guide - In Between: A Family Life Education Curriculum for Early Adolescents - (Ages 10-14). Developed by Planned Parenthood Center of Memphis - United States Dept. of Health and Human Services. All games and activities listed above come from this excellent curriculum guide.

4. Sexuality Education for Parents of Young Children - a curriculum guide. A Facilitator Training Manual. Sally A. Koblinsky, San Diego State University, Ed-U-Press, 1983.

The eagerness of the children to understand what was happening to their bodies was overwhelming. During our project, the caregivers and children became a team seeking information and resources. A team that felt secure in their their changing bodies and roles.

Editor's Note

Sex Education is a sensitive subject. We found people had varying opinions about not only what should or should not be presented, but also opinions on the source of materials. For this reason we have included the following additional resources.

For Children

1. Lord of Life and Lord of Me (Book 5), Published by Concordia Publishing. $5.95.

2. Growing Up With Sex, Broadman Press Appropriate for Jr. High School level.

For Parents and Trainers

3. Sexuality" God's Gift to Parents and Children, Concordia Publishing, $5.95.

4. Teaching Your Children About Sex, Broadman Press, $4.95.

The above four books may be ordered from:
Baptist Bookstore
110 Broadway
Nashville, TN 37203

5. God Made Us: About Sex and Growing Up, Student Book, $1.10.

6. Leader's Guide to God Made Us: About Sex and Growing Up, $4.95.

The above two books may be ordered from:
Cokesbury Bookstore
Nashville Service Center
P.O. Box 801
Nashville, TN 37202

ACTIVITIES

PARACHUTE GAMES

Materials Needed:

One large parachute (obtain from army surplus store)
8-10 nerf balls - have four or five different colors
10-20 children

What To Do:

1. Spread the parachute flat on the ground or on a gym size floor.

2. Have children stand completely around parachute and lift it off the ground, about waist high.

3. Assign each child a color that matches one of the nerf balls.

4. Toss all the balls onto the parachute.

5. Have all the children bounce the balls on the parachute by lifting the parachute up and down (this is for practice).

6. Next, have everyone try to keep their color nerf ball on the parachute while bouncing the others off.

Another Parachute Game

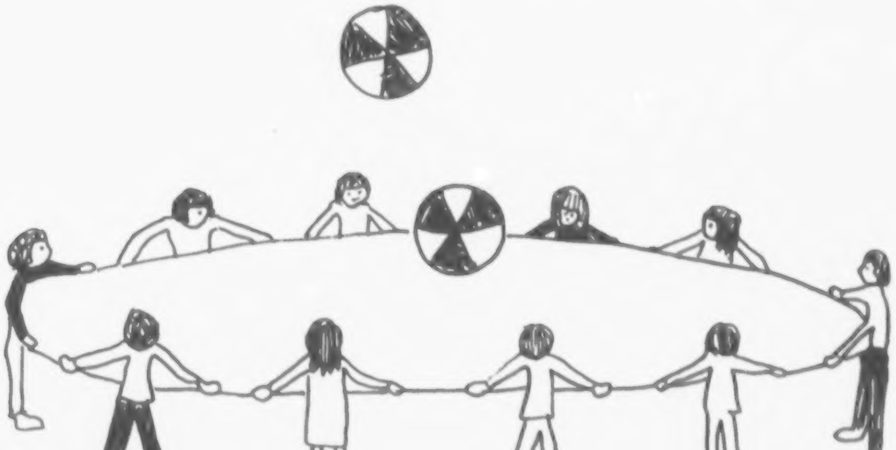
1. Each child is given a number from 1 to 5.

2. Children stand around the parachute, holding it at waist level.

3. While everyone lifts the parachute high into the air, shout "Group one, Run!" This signals children in group one to run under the parachute and to the other side before the other children quickly bring the chute down to the ground and capture as many runners as they can.

4. Change the group number until everyone has a chance to run.

**You can make your own "parachute" out of an old king sized sheet. Make a hole (8"-10" diameter) in the center of the sheet. This will allow air to flow thru.



ACTIVITIES

GROUP TIME

Use these suggestions for encouraging children to express themselves verbally and share with their friends in possibly new ways!

You may want to help children get started by sharing your ideas with the group first. These activities work best with small groups (5-6 children).

* Each person takes a turn to discuss "something new I learned today".

* For a moment each person thinks about the clothes he or she wore that day, and then explains what they wanted their clothes to say about them.

* Talk a few minutes about "what each person would like to change about their life" and "what prevents them from changing".

* Try an exercise in active listening. The first person to participate writes a sentence so it is preserved accurately. That person then repeats the sentence to the one person on his right. This is repeated until the last person is reached. The accuracy of the message is then checked against the written sentence. The group then considers how attentively they felt they listened to each other.

* Ask the question, "What recent piece of news did you find interesting? What news did you like? What did you not like? Why?

* Ask each person to state "something I wanted to happen today" and tell whether it did happen and how. If the "wanting" was unfulfilled, tell why and how you felt about it.

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ACTIVITIES

AN AFTER SCHOOL CREATIVE WRITING CLASS

The class in creative writing for children is in its second year now. It is part of an after school program operated by a church to serve the children in its neighborhood of housing projects, single family homes, dry cleaning establishments, country music studios, university buildings, and a big city hospital. The writing class meets one afternoon a week, for about an hour.

The class began as a way of helping children honor and express their innerness--that view of the world which is unique to each of us, shaped by our life, and which I feared, in crowded homes and schools under the anesthesia of television, might not be allowed to claim its rich, life-savoring place.

HOW DOES IT WORK?

The program director pre-registers the children and, at my request, limits the number to eight students from among the 4th, 5th and 6th graders. (The first year attendance was more random and we had everything from first to sixth graders.)

When the children first come, we make out name tags: it is important that all of us know each others' names. I talk about what kind of writing class this is going to be. I tell them (they grow very quiet) that no one in all the world has had just the experiences they have had, that each of them has special feelings and stories that are theirs alone, special fears and hopes, and that that is what we're going to write about. I tell them we are not going to worry about spelling or punctuation--that those are important things and if they want to ask me to spell a word, I'll be glad to do it--but that's not what this writing class is about.

Then I may read some evocative story or perhaps something another child has written --from THE ME NOBODY KNOWS, or some things I've collected from my work with children.

I hand each child a clipboard to use. (They pin their nametags to them at the end of the session, assuring themselves of some ownership and continuity when they come back next week.) They also receive a pencil and several pieces of paper.

What to write? Always "anything you want." But some children need prompters to get started. I have on newsprint some possible subjects: WHAT I LOVE ABOUT SCHOOL. WHAT I HATE ABOUT SCHOOL. WHAT I THINK ABOUT WHEN I'M LYING AWAKE IN THE DARK. Sometimes I post fragments of sentences: "One day I was walking past a dark doorway..." or "Sometimes I wish my mother..." or "....my father" or "...my house". Sometimes I bring magazine pictures that seem to suggest a story. I keep available for browsing an envelope of index cards with suggestions: "What if you woke up one morning and you were invisible..." Or, "What if you went into the kitchen and some mice were having a party under the table?" Or, "If you were God, how would you make the world?" If they still have trouble getting started, I might suggest, "Why don't you write something about your family?" Or, even (a technique for getting past writer's block) "Write about how hard it is to think of something to write."

The atmosphere is loose, free - though I do press for quiet and attentiveness to work. But we are colleagues. It is hard to write. I am there to listen and encourage.

What do the children write? Often just two or three sentences put together. The stories are short--never more than a page, though some children will write three or

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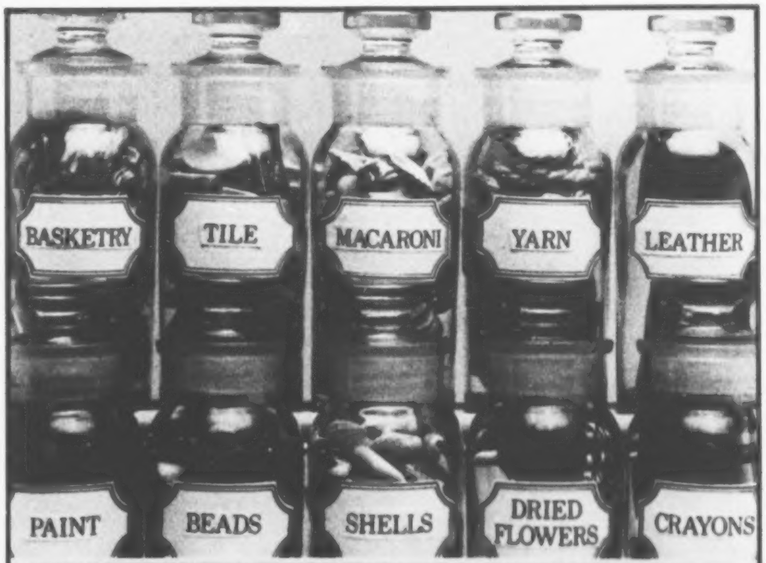
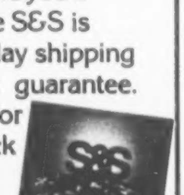
four stories at a session. The stories may be full of internal rhyme and nonsense. They may be reflections on nature and the state of the world, accounts of an embarrassing fall in school, or wishes expressed (for the first time) that a father had not died or that there was not so much killing in the world.

Sometimes, at the end of the hour, the children will choose to read their stories aloud. We are attentive--it is one of the few rules: If anyone is willing to read their work--which is a scary thing--we will be considerate, quiet, polite. We owe it to each other and to the occasion.

Between the weekly sessions, I type up the work on half sheets of 8½ x 11" paper. I show the authors the carbon copies but I have kept the original. At the end of the term, I give each cild his or her book--all the pages, typed, with a title page and a sliding plastic spine, bought at the stationery store and cut to fit. It is a thrilling moment. Intent, proud, a little embarrassed, they turn the pages, reading. Their faces are illumined. "I expect you'll keep these books for the rest of your lives," I say, and they nod. They mean to--it is that important.

By Martha Hickman
Author of four children's books. The most recent, WHEN CAN DADDY COME HOME? about a child with a father in prison.





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ADMINISTRATIVE NOTES

ALL FIFTY STATES STUDY EDUCATION REFORM

All fifty states have state-level commissions to study ways and means of improving their education system. Education Week, a national education newspaper, discovered the following in a national survey of education reform:

1) "16 states are considering extending the school year." Alaska, Arizona, Arkansas, Colorado, Connecticut, Kansas, Michigan, Missouri, Nebraska, Nevada, New York, North Carolina, Oregon, Vermont, Wyoming, Hawaii.

2) 10 states are contemplating limiting extra curricular activities. Limits could be that activities are separate from the "instructional" day or dependent on grade-point average.

3) 15 states are considering lengthening kindergarten hours.

4) Six states are considering lengthening the school day. Arizona, Nebraska, North Carolina, North Dakota, Illinois, Hawaii.

5) Colorado is looking at an alternative calendar for energy conservation/ economical savings (Editor's Note: Some schools in Colorado have year-round school).

6) Hawaii is thinking about year-round school.

Obviously upgrading education is beneficial to everyone. However, it is important to look at how specific proposed changes would directly effect after-school and summer school-age programs. Below are ways some of these changes might affect your program.

Mandatory kindergarten
- More 4 and 5 year olds in before and after school-age care

Longer school day
- Less labor (for staff) expense
- Less need for care as perceived by parents, therefore more children at home by themselves
- Parents may feel expense of care is not justified when weighed against the shorter amount per day care is needed
- Shorter school-age program hours means more difficulty keeping school space for school-age programs
- Limits type and quality of program activities and experiences

Longer school year
- Increases number of days for before and after school care
- Decreases number of full day care
- Will this mean decreased revenue for profit care, decreased expenses for non-profit??

Changes in school calendar, including year-round care
- Decreased opportunities for extended or more involved activities (camping overnights, special courses, apprentice positions in community)

How would these changes effect your program? What do you need to consider to plan for these type of changes?

For more information:

Contact the commission studying education reform in your state by phoning the governor's office, the state education administrative office, or the state Education Association (for teachers). Not only will this help you in planning for the future but you may be able to share valuable information on school-age child care with members of the commission.

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PARENT'S CORNER: A PARENT HANDOUT

SUMMER ENRICHMENT TIPS

For many school-agers, the end of school is the release from a highly structured, regimented learning process to the easy-going, fun-filled summer days. But it is not the end of learning. Everyday, every moment, the school-ager's mind is taking in information, categorizing and classifying and sorting through and finding answers.

How can parents help children to continue to build on and reinforce the knowledge and skills obtained from school? How can school-agers take advantage of what's happening in these school-less days?

Here's a few suggestions for your child to use this summer to concretize and optimize his knowledge and skills.

Let your child "daydream". Leave him alone to think, to fantasize, to make plans in his head, to imagine and to create. This will help to stretch his creative mind; creative minds are a key to effective problem-solving and thinking.

Capitalize on the everyday events. Use common events to help your child learn and reinforce basic math, reading and social skills. See box for specific suggestions.

Be a positive model.
* You want your child to read and be really good at it - then you set the example by reading and enjoying books and magazines; by going to bookstores and browsing through the many wonderful books available; by talking about and discussing what you've read; and by going to libraries and checking out books to read.
* You want your child to be good at math.
- Do the family budget with your child.
- Talk out loud (in your child's presence) as you decide how much money to spend on food this week, what bills to pay, how much cloth to buy to make the curtains and how you figured it out.
-Share everyday events that involve math, show your child that knowing math helps you, that it has a purpose.

Allow your child room to make mistakes. Let him learn from failure. Give him a chance to figure out what went wrong, what he might change to succeed.

GIVE HIM CREDIT FOR TRYING AND FOR THINKING

CAPITALIZING ON EVERYDAY EVENTS

READING SKILLS

1. Visit public libraries and bookstores on a regular basis - weekly. Your child needs his own library card.
   Make sure lots of reading material: books, comic books, magazines, newspapers are available to your child.
2. Play word games:
   Boggle Scrabble Monopoly
   Crossword Puzzles Anagrams
3. Putting Words to Pictures.
   Have your child cut pictures from magazines and words from magazines/newspapers, then have your child label the pictures with captions or make his own comic book.
4. Travel Experiences
   - Children can tell the story of their trip on a tape recorder or, with other children, put together a play of the trip.
   - Children can make a cut-and-paste book of pictures of similar travel experiences--different cars, animals, swimming, picnics.

MATH SKILLS

1. Make a chart of high and low temperatures (from radio, TV, or newspaper) on daily basis. Figure out the average temperatures for the day, week, month.
   This chart could also include temperatures in other sections of the country and world. Where is the coldest and hottest spot in country/world?

2. Grocery Shopping
   - Have your child look through the newspaper for good buys and coupons
   - Put together a grocery list of foods needed, using the ads and coupons
   - When buying food, your child can pick out the best buy (comparison buying: cost, quantity, quality of products: peanut butter, milk, fruit, potatoes, etc.
3. Sports
   Make a chart of baseball scores of which team made the most runs, most hits, won the most games.

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AMAZING DAYS by Randy Harelson Over 365 activities and ideas for projects and themes - at least one activity for every day of the year! Even includes a page of "calendar" stickers. Great ideas include:

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As reported in *CHILD CARE EMPLOYEE NEWS*.

"Sticks and stones may break my bones but will games ever hurt me?

So begins the first issue of STICKS AND STONES the newsletter of Parenting in the Nuclear Age, a Bay Area group committed to developing resources for parents and teachers about how to talk with children about the nuclear threat. The first issue focuses on: children's violent play, a peace curriculum for school age children, and questions parents have about how young is too young to talk about nuclear issues. Subscriptions for this quarterly newsletter are $12 a year. Available from PINA, P. O. Box 3479, Berkeley, CA 94703."

Free Resource for Successful Camping with Schoolagers. CLASSROOM CAMP-IN, a colorful and detailed booklet on planning and preparing for a camping experience. Tells you how to turn your program into a camping ground for the day.

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Rochester, N. Y. 14692
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TRAINING CONFERENCE - July 16-19, 1984 - A four-day intensive training conference on how to set-up a Child Assault Prevention Project in your community. This project teaches children (K-6 grades) how to prevent verbal, physical and sexual assault. For more information on the conference and on CAP write: CAP Conference, PO Box 02084 Columbus, OH 43202, (614) 291-9751.

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FEATURE

SCHOOL-AGE CARE IN THE LIMELIGHT

BY RICH SCOFIELD

Five years ago Wheelock College in Boston sponsored "School's Out! A Conference on Day Care for the School-Age Child." Over 200 people gathered to discuss a then little known field in the child care profession. Many who traveled from different parts of the country expressed the same message, "This is the first time I've ever seen anything just for school-age child care." During those two days in June 1979 who would have predicted so much could happen with school-age child care in the months of April and May of 1984?

Five years ago who would have believed the following calendar of events?

April 11th - A joint resolution in the U.S. House of Representatives is proposed to designate the week beginning September 2, 1984 as "National School-Age Child Care Awareness Week."

April 12-13th - Over 100 people attend a regional conference in Virginia for those who are thinking about starting school-age programs.

April 27-28th - 125 providers of school-age care attend a regional conference in Minnesota sponsored by the State AEYC and hosted by a public school system. The conference is designed entirely for school-age child care providers.

May 14th - The U.S. House of Representatives passes a $30 million bill to provide after school care in the schools and to establish a national clearinghouse on school-age child care.

May 15th - NAEYC plans a two-day track of 20 workshops on school-age child care for its annual conference in November.

May 17-18th - The First National Conference on Latchkey Children convenes in Boston, attracting 225 researchers, policymakers, and leaders and representatives of national organizations, corporations and foundations.

May 24th - The Wall Street Journal runs a front page article on after school care.

May 31st - The California Senate passes a $100 million Extended Day Care Act to provide after school programs.

See the following report of these events.

- *Washington, DC* - $30 million bill passes House! The "School Facilities Child Care Act" has passed the U.S. House of Representatives and now goes on to the Senate. Thank your Representatives if they voted for it. Urge your Senators to vote for S.1531 which is the Senate version of the House bill. It proposes the money go to community groups for starting-up programs in the schools. It would also establish a national clearinghouse on school-age child care.

At the Boston Latchkey Conference, David Rust, Director of the Office of Policy and Legislation for OHDS/DHHS voiced the Administration's opposition to this bill. He "thinks its a bad idea" because it's "too little money and raises people's hopes without any significant impact." "It lowers people's confidence in the Government to solve problems." This was not well received by many in the audience. One participant countered that it is important to demonstrate that it can be done. As reported in School Age NOTES the "School Facilities Child Care Act" is important because 1) it provides recognition by the Federal Government of the problem of child care for school-age children and 2) it includes monies that will support continued assessment of the problem and community efforts to tackle the problem. (See our January/February 1984 issue for a "Statement of Findings and Purpose" for the bill S.1531.)

- *Sacramento, CA* - $100 million Extended Day Care Act passes the California Senate! This bill now goes on to the California Assembly. If signed into law, the money would be available to both public and private agencies to provide after school care. Priority would be given to programs based in public schools. However, off-school-grounds programs including employer supported child care would receive consideration. Even before the bill was passed strategy meetings were held for school systems interested in implementing programs with these funds. Some school systems have expressed an interest in providing after school care regardless of whether the funding comes through.

Editor's Note: So far, School Age NOTES has not seen any projections on what impact either positive or negative these bills would have on private child care if they are signed into law and fully funded.

- *Edina, MN* - "A whole conference just for us" was the way school-age child care providers expressed their excitement about the Minnesota AEYC Conference on School-Age Child Care. Hosted by the Edina Public Schools, this two-day conference provided practical workshops and ideas for over 125 after school caregivers. Linda Sisson, one of the conference organizers, said that one particularly popular workshop was "Handling the Wise Guys". The Wise Guys is the name (self-selected,of course) of one program's group of older children. Programming for older elementary-aged children can be particularly challenging. The Wise Guys have their own room, the Fort Room, with an A-frame and planks to build with. None of the kids under Grade 3 can go in that room which automatically gives it status. One day two 2nd graders were looking very wistful. When asked what they were thinking about, they replied with a sigh, "We were just thinking what it would be like next year to be Wise Guys."

- *Washington, DC* - School-age workshop track planned for Los Angeles. NAEYC (National Association for the Education of Young Children) has established a special "track" on school-age child care for this year's annual conference in Los Angeles November 8-11th. The track will run Nov. 9-10th and include approximately 20 workshops covering many facets of school-age care including activities, curriculum, management, and training. The NAEYC annual conference attracts between 12,000-14,000 participants for 450 workshops and seminars and 250 commercial displays. School Age NOTES has arranged for all current subscribers to receive a preliminary NAEYC conference program which lists all of the workshops as well as registration fees and hotel information. The preliminary programs will be mailed at the end of August.

● *Boston, MA* - Latchkey Conference sparks further debate on harmful effects of self-care. The First National Conference on Latchkey Children, co-sponsored by the School-Age Child Care Project at Wellesley College and the National Committee for Prevention of Child Abuse, focused on three areas: 1) what is known about "latchkey children" and the effects on them, 2) what various communities are doing, and 3) the implications for policy-making.

David Elkind's keynote speech and an ensuing panel on research sparked heated disagreement as to the harmful effects of self-care and what role the media has played in portraying this as an acceptable form of care for young children.

Editor's Note: The term "latchkey children" was frequently used to lump 5- to 14-year-olds together. This was done without distinguishing any separate age-related needs, variances in how self-care might affect distinct age groups, or different types of after school programs required because of specific developmental levels. Some age-related differences were presented but not enough to offset the general term "latchkey children" being applied across three of the four Piagetian developmental stages. Part of our role as advocates, researchers, and early childhood educators should be to bring out the age distinctions and educate the public about appropriate child care arrangements based on a child's developmental age and individual needs.

Future issues of School Age NOTES will report on various topics discussed at the Conference including self-care and its effects on children, corporate involvement and working with the media. The School-Age CC Project and the National Committee will produce a summary report of the Conference.

● *Fairfax, VA* - "School-Age Child Care - It Works," a two-day conference in Vienna, VA sponsored by the Fairfax Co. Office for Children, attracted over 100 participants from all over the East Coast. It was for those thinking about starting school-age programs or wanting to further develop existing programs. It provided an opportunity for school systems and community agencies to get specific information and ideas.

● *Washington, DC* - A week just for us! John McKernan,Jr. (R-ME) has introduced in the U.S. House of Representatives a Joint Resolution naming the week beginning September 2, 1984 as "National School-Age Child Care Awareness Week." 218 co-sponsors are needed. Contact your Representatives and urge them to support H.J. Res. 544.

● *New York, NY* -"After-School Projects Proliferate for Children of Working Parents" This front page story in The Wall Street Journal reported on the current problem and stated "as middle class is affected aid comes from schools, employers,'warm lines'." It reported on employer child care initiatives, extended day programs in the schools, check-in services for 9- to 14-year-olds, and the phenomenon of "warm lines."

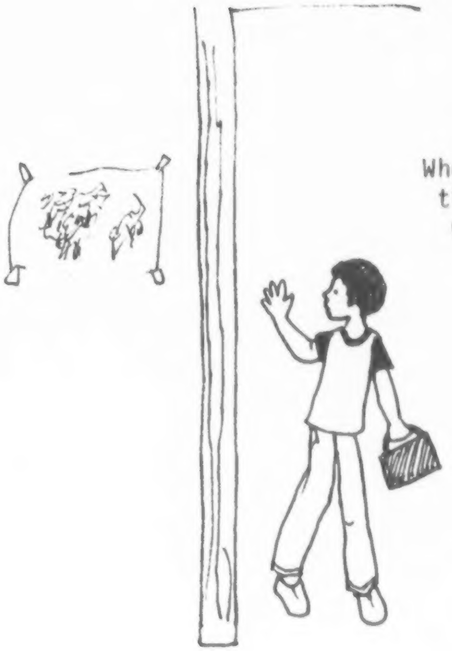
**School-age child care has come a long ** way since that conference in June five years ago. Where will it be in the next five years? Consider these:
- the current 1-to-4-year-old population is now larger than it has been for 15 years according to the U.S. Census Bureau
- by 1990 75% of mothers with school-age children are expected to be working according to a recent Congressional Budget Office report.

+++

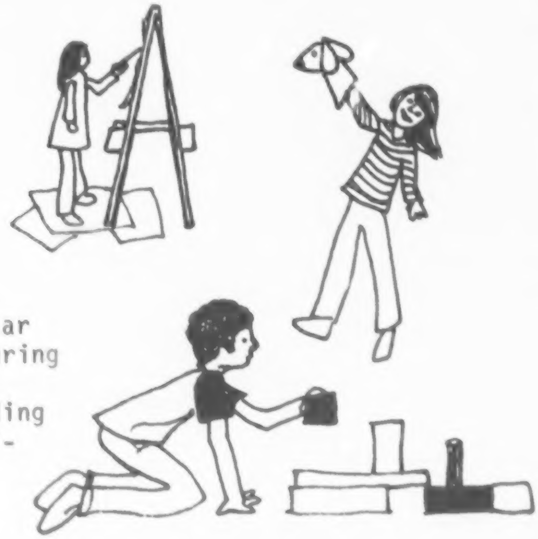
Conference in Montreal

The 5th International Congress on Child Abuse & Neglect will meet in Montreal, Quebec, Canada, September 16-19, 1984. Several papers on latchkey children as well as developmental issues in other countries were among the many abstracts submitted for consideration. The Conference will be presented in both French and English. For more information, contact: International Congress on Child Abuse and Neglect, 3450 University St., Montreal, Quebec H3A 2A7 CANADA.

SUMMER SCENE

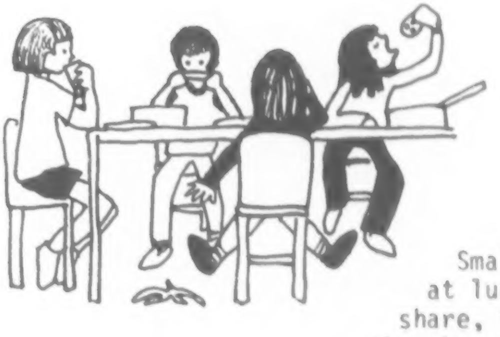


When children arrive at the program, they've already had a few hours of living with their families which has created feelings--sad, happy, angry, guilty, excited--that spill over into the school-age program. The caregiver's greeting of "Good morning, Joel," and the caregiver's quick "tuning-in" to how Joel is as he comes through the door makes a difference in Joel's smooth transition from home to program.



Summer allows for long stretches where children can feel as though a particular piece of equipment is all theirs. During the shorter hours after school there never seems to be enough time. Providing many choices of activities helps facilitate longer periods of use per child.

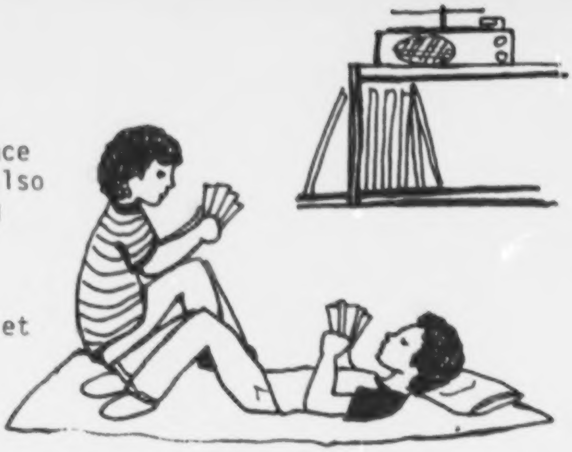
A chance to have the blocks to himself today to build Joel's dream of a giant parking garage (just like where his Dad works.)



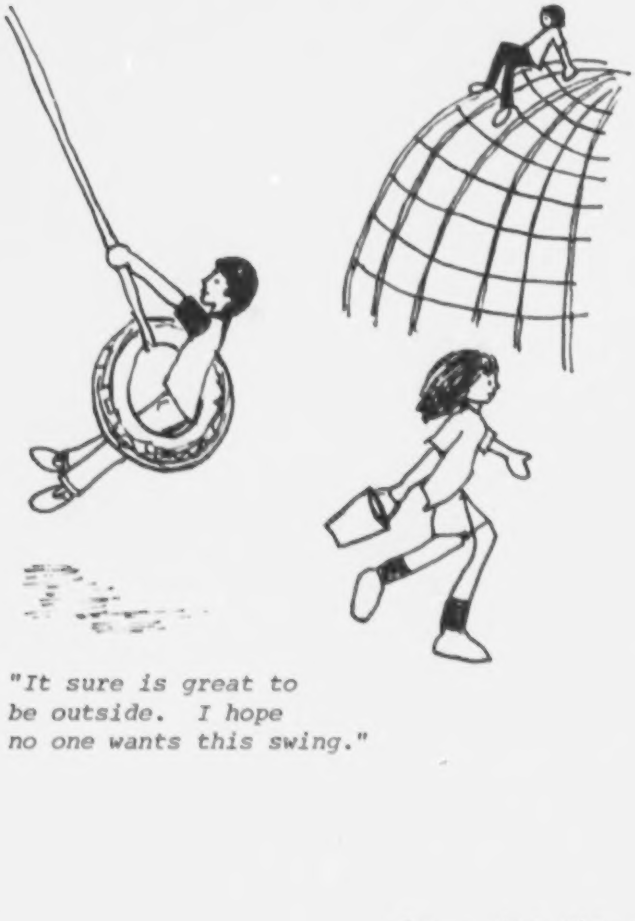
Small groups of children eating together at lunch offers opportunities to talk, to share, to build friendships. It also decreases the chances of out of bound behavior, which can occur more easily in large groups of children.

Up very early, most school-agers need a chance to let their bodies rest and unwind. This also helps prevent activity levels from spiraling upward and out of control.

Note: Sometimes 15-30 minutes in vigorous physical activity after lunch and before quiet (rest/nap) time helps children appreciate this recouping and unwinding time.

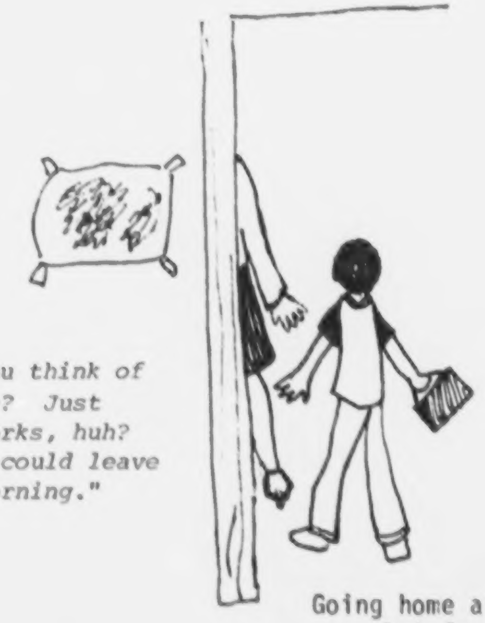


"Hey, Sam, I'm sure glad we can play cards instead of taking a nap like babies."



"It sure is great to be outside. I hope no one wants this swing."

Summer provides more hours for outdoor play. It's a great time to inject new energy into your program by bringing indoor type activities outside: blocks, painting, crafts, table games, even sit-down group discussions.



"Mom, what did you think of my parking garage? Just like where Dad works, huh? Ms. Jones said I could leave it up 'til the morning."

Going home after a long but fun-filled day.

FOR CAREGIVERS ONLY

COMMUNICATING WITH CO-WORKERS

Do you ever dread coming to work? Feel tired and stressed out before you even begin? If so, some of your feelings may be related to the stress people experience when co-workers are not communicating effectively with one another. Good communication patterns based on an open sharing of information go a long way toward preventing and alleviating stress among people who work together.

Here are some suggestions for communicating with co-workers in ways that help people develop a greater sense of trust and cooperation with the people among whom they work. I will use Transactional Analysis framework because that's the communication model I like best.

One way to develop cooperative communication is to give and receive strokes. Strokes, according to Transactional Analysis terminology, are any units of recognition given to a person. When we shake hands, wink, say hello, or talk to a person we are giving strokes. Strokes may be positive or negative, conditional or unconditional. Positive strokes feel good. They consist of recognition of our worth and value. Negative strokes consist of or imply criticism of ourselves or of our behavior. We seldom enjoy getting negative strokes. Conditional strokes are strokes for doing, based on something we have done to earn recognition. In contrast,unconditional strokes are strokes for being, based simply on the fact that we are who we are. Some examples of strokes are:

Conditional positive--"I like to work with you because you are such a competent caregiver."
Conditional negative--"I got mad when I saw you go use the phone and leave me alone with all the children."
Unconditional positive--"I like to be with you. You're great."
Unconditional negative--"Get lost." "I hate you."

All people need strokes (recognition) from other people in order to survive physically and psychologically. We all need lots of positive strokes for being and for doing. We all need a few negative strokes for doing to give us feedback about what we do that affects others adversely. But nobody ever needs negative strokes for being.

It is very important for people who work together to give strokes to one another in order to maintain the psychological wellbeing of the group. We must give strokes, accept strokes and ask for strokes. It's pretty easy for most people to give positive strokes. However, sometimes I hear someone say, "I'm not going to give her a stroke for what she did; she's just doing her job." That sort of thinking is unfortunate because, when people don't receive recognition for the competent things they do, the motivation for doing them gradually dies away and burn-out sets in. So I'm suggesting that you give sincere positive strokes as often as you think of them. And think of them often.

Accepting strokes is not usually as easy as giving strokes. Have you noticed how people tend to blush or duck their heads when you give them positive strokes? Sometimes its almost like the receiver of the stroke pushes the positive stroke away without accepting it. Though the intent of brushing off the stroke may be modesty, the effect is really to discount the giver of the stroke by giving a nonverbal message that the stroke and its sender are not valued. Refusing to accept a stroke is also a discount to self, implying that one is not worthy of the positive intent of the sender.

Asking for the strokes we want is even harder than accepting strokes. Each individual needs and wants certain kinds of strokes more than other kinds. And the kind of strokes we need change from time to time. Our co-workers can't read our minds. Therefore its really important to let them know what kinds of recognition we need.

Asking for strokes is not begging, demanding or being selfish. Instead, it is giving our co-workers information about what kinds of recognition we value most. Our co-workers can use this information in any way they choose. Sharing information about what we need and want doesn't guarantee we will get it, but it does significantly increase our chances of getting it.

The reason why its so hard for most of us to tell another person what we really want is that we make ourselves vulnerable by doing so. When we ask for the strokes we want, we are allowing the other person to see our weak spot, our vulnerability. And that takes a lot of trust and courage.

I invite you to practice giving, accepting and asking for positive strokes at every opportunity. As you do, watch the psychological climate of your work place grow more enjoyable.

by Carroll Young, RN, CNS
Mental Health Clinical Specialist

HEALTH & SAFETY

NEW TIP FOR HEALTHY TEETH

Cheese can help prevent tooth decay. As reported in "Body Bulletin"* recent discoveries have revealed that cheeses--aged Cheddar, Gouda, Swiss, Brie, blue, mozzarella and Monterey Jack -- prevent the formation of "plaque" acids which cause tooth decay, even in the presence of sugary foods.

In teaching and encouraging good health habits, we can add this to our list of taking good care of teeth: (1) brush after every meal, or at least rinse with water, (2) avoid sugar and sweets, (3) floss once a day, (4) eat cheese.

Listed below are suggestions for cheese snacks and lunches. Both recipes are in COME AND GET IT, a kids' natural foods cookbook. See p. 15 on how to order.

CHEESE SNACKS AND LUNCHES

Cheese Toast - cut into triangles
Cheese cubes and apple slices
Cheese straws (recipe follows)
Zucchini Pizza (recipe follows)

Cheese Straws

Ingredients:
- 2½ cups grated cheddar cheese
- ½ cup butter
- 1½ cups flour
- ¼ teaspoon salt
- ¼ cup water

Steps:
1. Grate the cheese.
2. Mix flour, butter, cheese and salt together with pastry blender.
3. Add water and mix like a pie crust.
4. Roll the dough out thin on a floured board.
5. Cut the dough in thin strips (¼ to ½ inch); braid 2 strips together or cut shapes with cookie cutters.
6. Bake on a greased cookie sheet at 450° F until crisp and lightly brown.

Yield: Makes 3 dozen straws.

Zucchini Pizza

Crust:
- 4 cups grated zucchini
- 2 to 3 eggs
- 1 cup grated cheddar cheese
- 1 cup grated parmesan cheese

Sauce:
- 1 - 8 oz. can tomato sauce
- 1 to 1½ tsp. Italian spices
- grated onion and garlic
- a few drops of hot sauce

Toppings:
- sliced tomatoes, mushrooms, green peppers, onions, and grated carrot, etc.

Steps:
1. Grate zucchini, squeeze out the extra moisture in a clean towel.
2. Beat the eggs; add them to the zucchini.
3. Grate and measure half of the cheese; mix into crust.
4. Press crust mixture into greased pizza pan.
5. Bake the crust for 20 min. at 400°F.
6. Spread sauce on top of cooked crust.
7. Add your favorite toppings.
8. Cover with grated cheese.
9. Bake for 10 min. or until cheese melts.

Serves 4.

Write to: Body Bulletin, Jack Doyle Rodale Press, 33 E. Minor Street, Emmaus, PA 18049 for subscription information.

DEVELOPMENTAL NOTES

LYING, UNTRUTHS AND OTHER TALES

Why do kids do it? Will they grow up to be adults who habitually lie and are basically dishonest?

What do you do with a child who lies to you? How do you handle situations that involve lying?

Six-year-old Sandra threw the ball across the room, knocking over and breaking the juice pitcher. "Sandra, did you throw that ball?" inquires Mr. Ross. Sandra: "I didn't do it. I didn't. It wasn't my fault!"

Nine-year-old Vince comes inside after playing soccer with Rhonda. "You should have seen me. I scored 20 points. No one could touch me."

You saw Sandra throw the ball. She denies that she did it when you question her. Why? You know Vince didn't score twenty points. Why did he say that?

Six-year-olds have a great tendency toward what we as adults frequently consider a prelude to juvenile delinquency, i.e. telling untruths, tales, "stories." Some people call this lying. However, these behaviors are a normal part of childhood. They are not determiners or predicters of later anti-social behavior but do require our intervention. "Telling stories" is related to a desire for self-satisfaction and self-protection. The child does not think through what the effects of not telling the truth will be. The child is not future-oriented but is focused on now --the present.

How do you handle this? What do you do if Sandra throws the ball across the room and breaks the pitcher?

First, When you actually see a child do an unwanted behavior, DO NOT ask if she did it. You are setting the child up to protect herself through denial. It takes maturity, inner strength and future thinking to say, "Yes, I did it," when you know you did something wrong.

We can all think of instances when we denied a wrongdoing in hopes of escaping the penalty--speeding or coming to work late. Therefore, we can understand a child's use of denying (thus lying) to protect herself from blame and punishment.

Try to handle the situation this way:

State the facts: "Sandra, you threw the ball across the room, hit the pitcher and broke it. The ball gets put up for 30 minutes. The rule is the ball is to be used outside only. Get the broom and dustpan and clean up. When you're finished, we'll talk about how you can pay for the pitcher."

What about nine-year-old Vince? Everyone knows he didn't score twenty points. It's an outright lie. It's so tempting to say: "Stop lying, Vince, you know that's not true." Nine-year-olds are famous for exaggerating their performances, often with a twinkle in their eye and a quick disclaimer "Oh, I was just kidding."

What can you do?

Say "Vince, I bet you'd like to score twenty points." Show Vince you understand he's not trying to be deceptive but just wishing it were true. His exaggeration is a wish and maybe if he says it out loud it will come true.

School-age children are not sophisticated enough in their thinking to verbalize the "I wish I could just deny I did it, and maybe then it wouldn't be true, and then I wouldn't get in trouble."

or

"I wish I could score twenty points. It would feel so good. I'd be so proud."

Their thinking and their language is compact and limited.

Our task is to help them expand their thinking and their language. Helpful phrases we could use are: "The pitcher is broken." "The ball was thrown across the room." "Clean up the mess." "Give me the ball." "How are you doing to pay for the damage?" in a matter-of-fact, non-punitive tone.

These phrases help the child to say: "I threw the ball. I'm sorry. I know the rule is to play with it outside. Let me put the ball back and clean up this mess. Who does this pitcher belong to so I can talk to them about replacing it?"

This helps the school-age child to be responsible (through words and actions) for her mistakes. It teaches the school-age child that mistakes are not usually disastrous, but part of living.

Phrases such as "You really wanted to score twenty points, didn't you, Vince? I bet that would have felt good," help Vince to know it's okay to wish for great performances and stardom. Plus, it gives him the words to use when he wants to express those wishes--words that are clearer to those around him that he's not lying but wishing, dreaming, hoping.

For most school-age children, lying is most often not deliberate brashness or dishonesty, but a tool to help them cope with uncomfortable and unwanted situations. Our job is to give them more effective "tools" to deal with these difficult moments.

Persistent Lying

Some children do lie more frequently than "normal" and appear to be deliberately dishonest. We need to be concerned about these children and take further action.

(continued to page 10)

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The following are suggestions for helping children who persistently lie.

1. Have the child write, tape record, dramatize or draw a story about a child who lies and how he learns to tell the truth.
2. With a group of children, start a story about a child who lies and learns to tell the truth. Have each child take a turn adding to the story.
3. Appeal directly to their sense of fairness, that is - inform them that when people do not tell the truth, it is unfair to everyone. Lying makes other people suspicious of you and makes you feel bad about yourself. Telling the truth helps build trust, friendship, and a liking of self.
4. Seek counseling for the child, especially if associated with the following behaviors:

   - excessive and frequent fights
   - frequent stealing
   - taking serious risks with own personal safety
   - excessive interest in stories focused on crime and terror
   - frequent and noisy use of forbidden language
   - serious and frequent destruction of property
   - cruelty to animals and/or other children

   (from Your Child from 6 to 12, U.S. Dept. of HEW 1966.)

Editor's Note

Best resources on this subject are Gesell's Your Child From Five to Ten and Haim Ginnott's Between Parent and Child. In researching this article, it was surprising and disappointing to find nothing or very little information on this subject in major child development books. For a subject that is of concern to all adults working with children, few resources are available.

DEVELOPMENTAL STAGES

five-year-olds	- tell protective or wishful or imaginative tales know the difference between fantasy and reality (although sometimes they don't know or they get confused)
six-year-olds	- take things (usually small, inexpensive articles) tell tales, especially when confronted directly on a particular behavior
seven-year-olds	- less "lying" than younger or older children. Will alibi for their mistakes. Have a strong ethical sense.
eight-year-olds	- tell tall stories. Have a flair for dramatics. Need complete attention from adults. Blame others for their own behavior. Proficient at alibis, especially to cover their mistakes.
nine-year-olds	- the words honest and truthful are part of their vocabulary. May exaggerate, especially their performances/skills but quickly add, "Oh, you know that's not true." Have ethical standards by which they live and abide. Many of their standards are rules.

Adapted from Gesell et. al. Your Child From Five to Ten

Note: These behaviors are not limited to the age above but are most characteristic at the age given.

* * *

PRICE CHANGE

SCHOOL-AGE CHILD CARE: AN ACTION MANUAL has gone up in price from $12.95 to $14.95.

ACTIVITIES

ALUMINUM FOIL MODELING

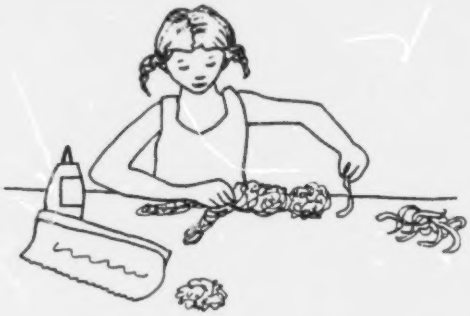
Materials Needed

- scissors
- pencil
- tiny paint brush
- aluminum foil
- rubber cement
- pipe cleaners, oil paints, ribbons, string, fabric scraps
- permanent marking pens

What to Do:

Take a sheet of aluminum foil.
Model it as with clay or wet sand to create objects as desired.
Add special touches (eyes, nose, hair, collars, gloves, arms) by using pipe cleaners, paints, ribbons, string and rubber cement.

adapted from I CAN MAKE A RAINBOW
by Marjorie Frank



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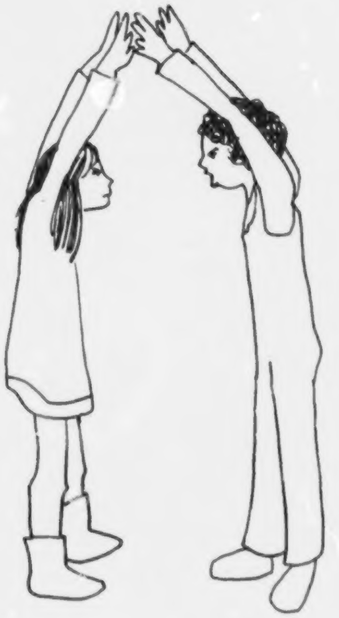
CONFLICT RESOLUTION

STRATEGIES TO HELP CHILDREN MANAGE CONFLICT

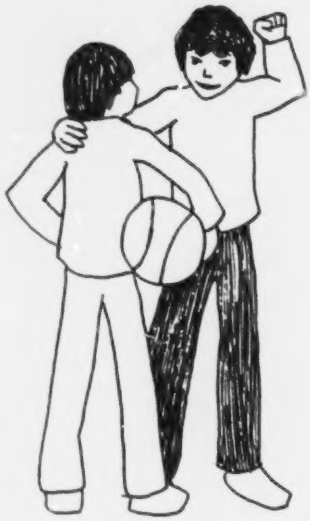
PART IV

In order to handle conflicts effectively, children need to develop a variety of strategies to use in different situations. In past issues, 7 of the 14 strategies from Palomares and Logan's book A Curriculum on Conflict Management were reviewed. These strategies are: negotiating, compromising, chance, taking turns, threat-free explanation, apologizing, and postponing.

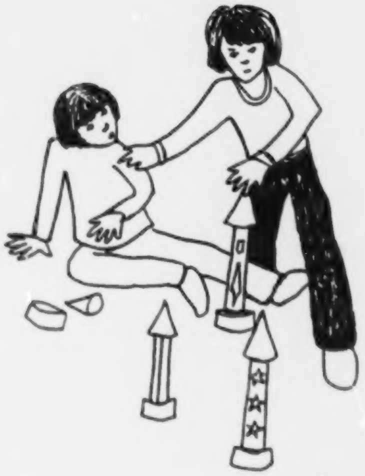
The following is a review of more strategies from Palomares and Logan's book.



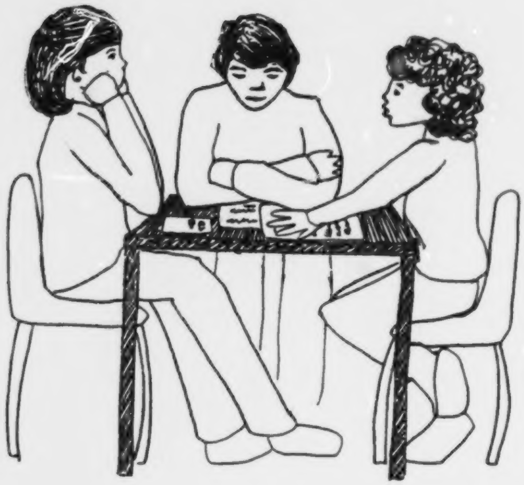
Distracting is calling attention to something else as a way of diffusing the conflict. For example, two children are in an escalating shouting match, when one distracts the other by saying, "We better go outside before the teacher hears us." This slows down the conflict and allows for a "break" during which tempers may cool. Distraction should be temporary and not used as non-confrontive device.



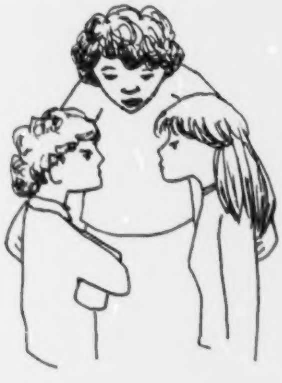
Exaggerating is a technique whereby children exaggerate the actual situation. For example, two children are arguing over who's the best basketball player when one throws up his fist and says in a jovial, kidding manner, "OK. Let's punch it out!" The two children play around for awhile (not really fighting) and later are calmer to talk out their different opinions. Or they may even forget about the problem.



Abandoning occurs when one child moves away from a situation which he cannot handle. For example, a smaller child is shoved down by an older, larger child in an attempt to begin a fight. The younger, smaller child simply walks away, realizing that nothing but harm could result in the continuation of the incident.



Soliciting intervention is appropriate when handling conflicts requires the assistance of someone stronger or more knowledgeable. Two children might be arguing over the name of an animal in a picture and aren't able to read a difficult name in the book. Or two children cannot make the flashlight work. Children's occasional requests for help are indications of a healthy respect for the knowledge and expertise of others.



Adults can help children learn these strategies by using them in their day-to-day conflicts with other adults and with children.

Note:

Post one strategy each week on a large poster board
-have children draw or paint pictures that are examples of this strategy in action
-take polaroid shots of children in action or role play
-catch children in the act and label the strategy - "Melissa and Anton, congratulations, you're using "Exaggeration."

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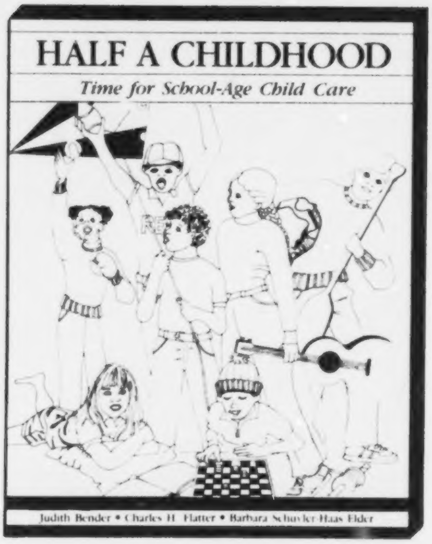
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SACC Week Passes!
See P. 5

FEATURE

NEW DIRECTOR'S QUIZ

This quiz is designed for directors new to the field of school-age child care. It provides information and advice which will be helpful during the coming year. Get your pencils ready. Good luck with the quiz and with the exciting year ahead.

Choose the correct answers:

1. New day care directors need: a) extra staff, b) good training, c) a large budget for supplies, d) to know what "breakdancing" is.

Good training is crucial. The quality and success of the program depend on your knowledge. If possible, spend time with the previous director learning the ropes. If not, seek advice from other directors. Some helpful resources are: School-Age Child Care: An Action Manual, "School Age NOTES," and Developing and Administering a Child Care Center, published by Houghton-Mifflin Company. The latter covers only preschool programs, but many parts are applicable to school-age programs.

Be familiar with the developmental levels and the needs of the children you are working with. "Learn everything you can," as one veteran director put it, "especially about your state licensing standards and fire codes!"

2. The best way to get "everything" done is to: a) take work home, b) hire extra help, c) enlist volunteers, d) take a nap.

The answer is none of the above. You'll never get everything done, so start setting priorities and get the most important things done. If your job is overwhelming, evaluate the problems and make some changes. Volunteers or extra staff might solve some of the problems; changing your responsibilities as director might help too. If you are overburdened it affects the program. Don't be afraid to make the necessary changes--they probably should have been made last year.

3. It is important to be: a) protective of day care, b) organized, c) flexible, d) "superdirector."

A flexible child care director is a sane child care director. Lack of staff, a student emergency, or lack of student interest can force you to toss those "terrific" lesson plans out the window. Not to mention what too much snow, rain or heat does to your schedule. ALWAYS have an alternate plan.

Depending on your physical setting, you may have to be flexible with space as well. Day care programs housed in school or church settings often use shared space (cafeteria, gym, a classroom). Whether or not your program remains in that facility may depend on your relationship with the staff, faculty or administration. Remember that you are a guest and act accordingly.

Organization is also important. Keep files current and accessible, especially emergency information on children. Don't let licensing time roll around only to find out you need to update all your files. Make sure you have all information on file required by your state.

4. Always listen to: a) parents, b) staff, c) children, d) your local "rock" radio station.

Input from parents, staff and children is a major contribution to your program. Try to be receptive to new ideas. Send out periodic surveys to parents to encourage suggestions for the program. Parents want what is best for their child. If you can do that for the majority of your children, then a great child care program is the end result.

Let the staff know that you are willing to listen to their problems, suggestions and new ideas. Involve the staff in planning activities. Regular staff meetings are a must.

School-agers input may be the most important input of all. Have a suggestion box for activities and snack ideas. Initiate school-agers snack and planning committees. Poll kids regularly about how they want to spend their time in the program. Set aside special time for talking as a group about problems and new ideas.

5. Directors should learn to:
   (a) do everything themselves,
   (b) delegate, (c) play PAC MAN.

You can't do everything yourself, so learn to delegate. Delegation isn't just telling people what to do; it is assigning tasks and providing proper direction and guidance when needed. Writing down assignments is helpful; it allows people to work from your list. Check occasionally to see if help is needed with a task. If help is needed, can you delegate someone else to help? Many day care directors complain about the lack of time for carrying out administrative tasks; developing good delegation skills can make more time.

6. A governing board of directors should: a) know the responsibilities of the board, b) know the center's complete financial picture, c) understand what the director's job is all about, d) watch Saturday morning cartoons.

Board members do need their responsibilities clearly defined and do need to know the center's financial status, but it is their job to find these things out. What you are responsible for is making them aware of what is going on in the program. What are the problems and successes. If you want their support, keep them informed!

7. Kids hate: a) onions, b) clean-up time, c) preparing snack.

An informal survey shows that 90% of all children hate onions -- when they can see them. Clean-up and preparing snack may be an unpleasant chore to some but a welcome activity to others. Be aware of individual differences and needs, but don't hesitate to have a litter patrol, serve yogurt for snack, or try other new ideas!

> *by Rachel Harris....who just survived her first year as the new director of a school-based after-school program.*

Special thanks to Peggy Hammacher, Libby Francis, Beth Denny and Charlotte Donahey

- -

Watch for "Setting Up & Taking Down: How to Survive in Shared Space" in the Nov./Dec. issue.

DEVELOPMENTAL NOTES

HELP! WHAT DO I DO WITH THESE KINDERGARTENERS?

Starting a new year for a program often includes planning for and caring for a number of young school-age children--kindergarteners who are late four's and early five-year-olds. What do four and five-year-olds need, how do they act, and what do they need from the adults who care for them?

FOUR-YEAR-OLDS	Child Care Workers need to:
- Like to start things, explore, attack life with gusto - do not need to complete tasks.	- Provide lots of materials and experiences for their creative, imaginative minds/bodies.
- Interested in home activities, prefer to be at home, prefer parents - may see resurgence of crying and resistance at being separated from parents (even if they have been in child care arrangements before).	- Ease child's separation anxiety by promoting dramatic play, by encouraging expression of feelings, by accepting behavior as normal and not as negative or spoiled. Support parents through this difficult, guilt-producing time.
- Magical thinking	- Encourage and allow expression of fantasy ideas and stories.
- Cannot tell the difference between reality and fantasy most of the time.	- Realize some children are frightened by dressed-up characters: Chuckie Cheese, clowns, masks. (Remember this during Halloween.)
- Curious about their own and other children's bodies and about bathroom functions.	- Read books about the human body. Accept this curiosity as normal. Try not to shame children.

FIVE-YEAR-OLDS	Child Care Workers need to:
- Realistic - most of the time can tell difference between reality and fantasy.	- Be respectful of their seriousness.
- Great talker; large vocabulary (2000 words)	- Be patient; listen as much as possible.
- Increased large muscle control - likes to climb, jump and skip and do it over and over again.	- Provide plenty of large muscle play.
- Is a thinker - thinks through on own. can make generalizations, although often incorrect. (Ex. My rabbit is white; therefore all rabbits are white.)	- Allow child to think through ideas and problems; let child discover answers. Refrain from giving answers even when child asks questions. Instead say, "What do you think?" Five-year-olds have some amazing answers.

Note: Remember, the four- or five-year-old child does not share the strong drive for real work, for rules, and for classifying and categorizing their world that is so characteristic of the 7- to 10-year-old child.

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DIRECTOR'S CORNER

SCHOOL-AGE CHILD CARE AWARENESS WEEK

The following resolution has been reprinted for two reasons: 1) It is important for school-age caregivers and administrators to know they are not alone and that they have not been forgotten. Their field (school-age child care) is being recognized as a legitimate (and distinct) part of the child care profession. 2) Many who may be called on to talk or write to funding sources, community groups or parents about the need for school-age child care may need concise up-to-date information. This resolution puts the plight of the "latchkey child" in succinct perspective.

98TH CONGRESS
2D SESSION

H. J. RES. 544

To designate the week beginning September 2, 1984, as "National School-Age Child Care Awareness Week".

IN THE HOUSE OF REPRESENTATIVES

APRIL 11, 1984

Mr. McKernan (for himself, Mr. Miller of California, Mr. Marriott, Mr. Fish, Mr. Lehman of Florida, Mrs. Johnson, Mr. McHugh, Mr. Patterson, Mr. Leland, Mr. Morrison of Connecticut, Mr. Coats, Mrs. Boxer, Mr. Rowland, Ms. Oakar, Mr. Wortley, Mr. Lagomarsino, Mr. Owens, Mrs. Vucanovich, Mrs. Holt, Mr. Levin of Michigan, Mr. Evans of Illinois, Mr. Mazzoli, Mr. Daub, Mr. Brown of California, Mr. Thomas of Georgia, Ms. Ferraro, Mr. Roe, Mr. Weiss, Ms. Snowe, Mr. Bonior of Michigan, Mr. Horton, and Mr. Jeffords) introduced the following joint resolution; which was referred to the Committee on Post Office and Civil Service

JOINT RESOLUTION

To designate the week beginning September 2, 1984, as "National School-Age Child Care Awareness Week".

Whereas more than half of the children in the United States are in families in which both parents are in the work force;

Whereas more than one in five children in the United States are in a one-parent family;

Whereas changes in the composition of American families and the American work force have resulted in an increased demand for child care for children of all ages;

Whereas the demand for child care for school-age children has increased at a greater rate than the availability of school-age child care;

Whereas estimates show that millions of school-age children between the ages of six and thirteen, often referred to as latchkey children, may return alone after school to an empty house or in the supervision of a slightly older brother or sister;

Whereas research studies have indicated that children in self and sibling care run greater physical and psychological risks, including accidents and feelings of fear and loneliness, than children who are cared for by an adult;

Whereas the Congress has begun to examine the issue of child care and the role of Federal and State government, the private sector, and parents in providing child care;

Whereas the parents, communities, employers, and agencies serving youth that have recognized the shortage of adequate and affordable school-age child care have developed after school programs for children in their communities; and

Whereas many more parents, communities, employers, and agencies serving youth need to address the problems facing these children and to maximize the use of State and Federal resources in collaboration with these efforts: Now, therefore, be it

Resolved by the Senate and House of Representatives of the United States of America in Congress assembled, That the week beginning September 2, 1984, is hereby designated as "National School-Age Child Care Awareness Week" and the President is hereby authorized and requested to issue a proclamation calling upon the people of the United States to observe such week with appropriate programs and activities.

H. J. Res. 544 passed the U.S. Senate and the U.S. House of Representatives. It was signed into law by the President on July 9, 1984. How will your program celebrate "National School-Age Child Care Awareness Week" ? ? ?

NEWS UPDATE

SCHOOL-AGE TRACK AT NAEYC

For the first time the National Association for the Education of Young Children (NAEYC) Conference will have a special two-day track (November 9-10) on school-age child care. This year's Conference is November 8-11th in Los Angeles and is expected to attract over 12,000 participants for 450 workshops and 250 commercial displays. If you have not received a preliminary conference program by September 15th contact: NAEYC Conference, 1834 Connecticut Ave. N.W., Washington, D.C. 20009.

The 16 workshops will include:

Friday Nov. 9th

School-age child care: how to put the community in your program planning.... Child Care for children ages 9 to 12--what do they want?....Maximizing outdoor play opportunities for school-age programs....Effective supports for in-service training of school-age staff.... Programming and developmental aspects ....Down and dirty--the role of organized sports in school-age child care.... Building successful collaborations with the public schools....Options for after-school care and supervision of preadolescents....Out-of-school life for children ages 6 to 12--a plan for parents, professionals and children....Expanding from preschool child care of nursery schools to school-age day care....

Saturday Nov. 10th

Maximizing resources by developing effective public relations....Creating a can't miss program for school-age children--integrating child care into school and community....Special stresses of school-age child care work....Training the trainers....How to organize your community to support school-age child care....County/school/community success story: a before-and-after-school program that works....

NOTES FROM THE NAT'L LATCHKEY CONFERENCE

"Latchkey children become "bag children."
In Sweden latchkey children are being robbed of their keys in order for thieves to break into their homes. The trend now is for parents to take away the "latch key" and replace it with a bag of snacks (thus the term "bag children"). The kids come home from school to wait outside in the neighborhood until their parents come home from work.

Do popular magazines encourage self-care?
Lynette Long has been interviewed by the media many times in relation to her books on latchkey kids and self-care skills. She said that editors tell her "We don't sell guilt. It won't sell magazines." They want articles that give the positive aspects of self-care and that give tips for latchkey situations. It is not in the magazine's best interest to continually point out the dangers of self-care to a readership who may include many parents of latchkey children.

Barbara Schuyler-Haas Elder also a presenter at the Conference has taken a strong stand against the trend toward legitimizing self-care in the new book, HALF A CHILDHOOD: Time for School-Age Child Care. "Children without [adult] supervision are in danger. It is not fair to children for us to say 'Children are home alone; [therefore] we must teach them to cope.' If we continue to promote programs to teach survival skills to young children who are left alone, we will simply come to believe that self-care is an acceptable child care option. It is not. It is deceiving to parents to be told from popular sources that survival skills will protect their children. Of course there are emergency situations when children may be home alone. But should every day be an emergency? No. Of course, children can learn survival skills for when they are home alone. But should every day be a fight for survival? No."
(from HALF A CHILDHOOD See page 14 for more information about this book.)

"CATCH-22" FOR NYC 5-YEAR-OLDS

Five-year-olds in New York City who attend full-day kindergarten in public schools and also need after school care have been caught in a classic "Catch-22." They can't go to preschool and they are too young for after school centers.

The licensing age requirement for school-age programs starts at six-years-old, thus barring most kindergarteners from after school day care. Parents have to choose between keeping their 5-year-olds in an all day preschool which would cover the morning and afternoon hours or sending them to public kindergarten and making private arrangements after school.

Full-day kindergarten was implemented last year. This spring the Wall St. Journal reported NYC officials had proposed a $2.7 million experiment to extend some public schools' kindergarten classes until 6 p.m. with the after school care to be provided by community groups. This proposal was not accepted.

At present a waiver has been requested to allow the kindergarteners to attend after school centers. Thus, most likely, this situation will be resolved for the beginning of school.

While the $2.7 million experiment was not successful in being funded, it was a good example of a city's initiative toward identifying a problem and recommending a solution regarding after school care.

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HEALTH & SAFETY

KIDS, DRUGS & ALCOHOL

Drugs and alcohol are related to the three major causes of death among youth--auto accidents, homicide and suicide. About one-third of all persons reaching age eighteen require helping professionals to eliminate some problem dependency in their lives. What has happened--or not happened which results in so many people not being prepared to live productively? Researchers have identified a set of developmental characteristics typical of persons with social problems. In general these individuals show inadequacies in one, several, or all of the following seven major areas. If we want to help young people grow up drug free, we need to help them learn these major skills. This will help them to become capable, productive members of our society. These skills are:

1- knowing yourself
2- dealing effectively with others
3- handling different situations
4- making decisions and recognizing what's going on
5- solving problems
6- identifying with and being responsible for "family" processes (becoming part of something greater than self and learning to carry your own weight)
7- identifying with viable role models and seeing yourself as the kind of person who is making it and identifying with others who are also

Prevention of drug and alcohol abuse among school-agers and adolescents focuses on activities in the home, school, child care program, peer group and community that provide opportunities and support for the developmental skills outlined above. (See page 9 for specific activity ideas that promote these skills as well as build a sense of community.)

It is also important to talk with young people about different drugs and their effects. Start by educating yourself about drugs and their effects. A great resource is a pamphlet called "Drug Information" (see resources). Then brainstorm with children about the consequences of using drugs and getting caught. Discuss the impact legally, psychologically, socially, family-wise, and school-wise if a person begins experimenting with drugs. Show young people that they exert a lot of control over their lives already. Point out that they make many decisions daily: what time to get up or go to bed; what to wear; what they choose to eat; who they choose to play with or be friends with. Using or not using drugs is a decision they will have to make at some point in their lives. Try to give them as much support and encouragement as possible in hopes that they will make wise decisions.

RESOURCES

I'm Special Ombudsman
Charlotte Drug Education Center, Inc.
1416 E. Morehead Street
Charlotte, NC 28204

Drug Information
Mid Cumberland Council on Alcohol & Drugs, Inc.
250 Venture Circle, Suite 203
Nashville, TN 37228
Cost: $.75 per pamphlet (32 pgs.)

Life Skills for Mental Health
Georgia Department of Human Resources,
Div. of Mental Health & Mental Retardation
Georgia State Department of Education

This Side Up
Got a Minute
Hand in Hand
National Institute of Drugs & Alcohol
5600 Fishers Lane
Rockville, MD 20857

by Edith Costanzo
This article and activities on p. 9 were based on the author's experience in using the Ombudsman curriculum with fifth and sixth graders for the past four years.

ACTIVITIES

NAME TAGS

What to Do

Give each child an index card (5" x 7") and a pencil. Ask them to write their names in the middle of the cards and then to block off areas in the four corners large enough to answer:

1. Place of birth?
2. What word says something nice about you?
3. Where would you like to travel?

7. What cookie are you like?
8. Most beautiful sight you've ever seen?
9. Favorite hobby?

NAME

Three people important to you?
4.
5.
6.

10. What color makes you happy?
11. What animal is like a rubber band?

Note: You may wish to ask only one or two questions per corner, or up to three per corner, depending on the average writing ability of your group.

After they have filled out their cards, ask the kids to mill around the room for about five minutes without speaking, looking at as many cards as possible. Tell them that they will have a chance to discuss their cards after this silent activity.

Arrange the kids in groups of three to share verbally what they have written. Have them discuss:

1. How did it feel to share information about yourself with someone else?
2. What new things did you learn about the other kids?
3. What new thoughts did you have about yourself when you answered the questions on the card? (Review specific questions here.)
4. Are these easy ways to make friends? How do we make friends?
5. What did you find out about someone else that is also true for you?
6. What would it be like to do this activity with your family?

Last, get everyone together to discuss these same questions as a total group.

STRAW TOWERS

What to Do

Divide your group into teams of five or six members. Give each team three boxes of plastic straws and one roll of masking tape. Each of the different teams is to build a tower that is six feet tall and free standing. This means it can't be taped to any surface but must stand alone. These are the only instructions. This project must be completed in twenty minutes.

Talk about (after groups have completed towers)

1. How did your group plan together before building the tower?
2. Which people in your group acted as leaders?
3. How well did the group work together?
   - Who in your group became angry or frustrated?
   - Who in your group quit working and just watched?
   - Who continued to help until the job was done?
4. How was your behavior in the group helpful or unhelpful for the group's overall success?

See resources on p. 15 for more ideas on what to do with school-agers that will give them practice in developing necessary life skills. Also, find out what is available within your community to help children who are already involved in drugs and alcohol.

ADMINISTRATIVE NOTES

NEW STUDY TO LOOK AT WORKING CONDITIONS IN SCHOOL-AGE PROGRAMS

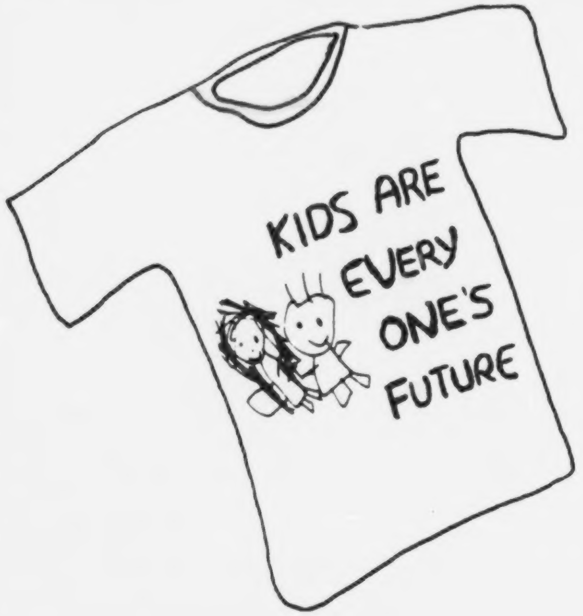
Serious health and safety hazards are present for staff in many child care environments, as indicated in a 1982 survey conducted by Child Care Employee Project (CCEP). Since 1977, the Project has developed resources to help child care staff improve their working conditions and influence the quality of care that children receive. In order to develop materials that are relevant and useful, the Project has asked child care workers across the country to tell about their jobs, facilities and needs.

School-age child care is perhaps the most rapidly growing area in the field. Because of this, CCEP has developed a questionnaire to determine which hazards are present in school-age care and how these may differ from other types of child care.

Your help is needed to determine the unique needs of school-age staff and to develop appropriate resources. PLEASE TAKE A FEW MINUTES TO FILL OUT THE QUESTIONNAIRE ON PAGES 11 AND 12 AND MAIL IT TO CCEP, P. O. BOX 5603, BERKELEY, CA 94705. Return your survey by September 21, 1984 and receive a free copy of CCEP handout "Special Stresses of School-Age Child Care."

Results of the survey, and announcements of new CCEP materials for school-age staff will appear in future issues of School-Age Notes.

Note: The CCEP publishes a quarterly newsletter and distributes resources on a variety if child care staff-related topics. When you return the survey, ask the CCEP for a publication list and sample newsletter.



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School Age Child Care Health and Safety Questionnaire

I. Center Description

What is your job title? ______________________ Full Time ( ) Part-Time ( )

How many children in your center? _______ How many adults? _______ Age range of children _________

Is your center: non-profit ( ), public ( ), proprietary ( )?

II. Illness/Infection

	Yes	No
Do you care for sick children?	___	___
Is there a separate area for sick children?	___	___

Have you been exposed to any of the following: head lice ( ), flu ( ), sore throat ( ), impetigo ( ), childhood diseases (mumps, measles, etc.) ( ), other ______________

Have you contracted any of the above? ______________________________

	Yes	No
Do you work when sick?	___	___
If an employee is sick/injured on the job and needs to leave, is there backup available?	___	___
Do you have paid sick leave?	___	___

How often have you been sick over the past year? ______________________

	Yes	No
Do you feel you have a high rate of illness due to your job?	___	___

What other illnesses have you had that you believe may be job-related? ______________

____

III. Furniture

	Yes	No
Are there separate toilet facilities available for adult?	___	___
Do you move heavy furniture or outdoor equipment?	___	___

IV. Body Strains

Have you suffered back, neck, shoulder or leg strains from any of the following?

	Yes	No
lifting heavy objects	___	___
reaching into awkward places	___	___
other ______________________________		

V. Accidents

Have you or your co-workers had injuries caused by any of the following: physical acting out by children ( ), trips and falls over toys and equipment ( ), falling cartons, toys, etc. ( ), broken glass, equipment ( ), knives, scissor cuts, splinters ( ), burns ( ), participation in activities with the children (i.e. sports, cooking, etc.) ( ), other

____

VI. Chemical Hazards

	Yes	No
Do you use any chemical cleaners/solutions?	___	___

Do you use the following art materials: powdered tempera ( ), permanent markers ( ), dry clay ( ), lead glazes ( ), instant paper maches ( ), other ______________

	Yes	No
Have you noticed any skin, eye, nose or respiratory irritation after working with art materials or cleaning solutions?	___	___
Are there labels/warnings on the chemicals you use?	___	___

VII. Stress

Is your job very stressful ( ), somewhat stressful ( ), not stressful ( )?

Which of these aspects of your job do you find most stressful? (check all that apply) compensation ( ), physical attacks by children or families ( ), verbal attacks by children or families ( ), relations with co-workers ( ), relations with administration ( ), conflict between children ( ), conflicts between children and adults ( ), lack of breaks ( ),

	Yes	No
inadequate supplies ( ), inadequate substitutes ( ), relations with parents ( ), inadequate facility ( ), other ________________		
Stress can lead to physical symptoms. Have you experienced any of the following? (check all that apply): headaches ( ), eyestrain ( ), nausea/dizziness ( ), exhaustion ( ), trouble sleeping ( ), changes in menstrual cycle ( ), digestive or stomach problems ( ), muscle strain ( ), high blood pressure ( ), other ________________		
Do you have regularly scheduled breaks?	___	___
Is there a staff lounge?	___	___
VIII. Housekeeping		
Is there adequate storage space?	___	___
Are objects stored precariously?	___	___
Do you have problems with roaches, flies, mice, other?	___	___
Is your area sprayed regularly?	___	___
Are you responsible for maintenance in your area?	___	___
IX. Physical Hazards		
Can the indoor temperature be regulated?	___	___
Are there places in the area where it is too loud to hold a normal convesation?	___	___
When you get home from work do you notice any change in your hearing? (Do you ask people to repeat themselves; need to turn up the radio or TV higher than usual?)	___	___
What type of overhead light do your have: flourescent ( ) or incandescent (bulb) ( )?		
Many older buildings such as schools and churches contain hazardous levels of asbestos. Are you aware of a problem at your site?	___	___
Are efforts being made to correct any asbestos problems?	___	___
X. Health Care		
Is screening available for rubella?	___	___
Is screening available for T.B.?	___	___
Is "light duty" available during pregnancy?	___	___
XI. Security		
Has your center had security problems?	___	___
Does your center have adequate security (e.g. locks, lighting for winter nights, etc.)?	___	___
XI. Follow-Up		
Would you be interested in training materials on occupational health and safety?	___	___

Address ____

We welcome your additional comments! Please use your questionnaire or a separate sheet to write us your thoughts on these questions or other health andsafety issues.

Mail completed survey to: CCEP, P. O. Box 5603, Berkeley, California 94705.

Mail your survey back by September 21 and we'll send you our "Special Stresses of School-Age Child Care" handout!

Thank you!

CCEP Staff

CONFLICT RESOLUTION

GAMES FOR PROMOTING A COOPERATIVE SPIRIT

Shauna stomps across the room yelling, "Get out! get out! that's my chair! I had it first!"

"It's not fair!" asserts Tania, "Julia's been using the mat for 33 minutes. The rule is 30 minutes. I could only use it for 30 minutes yesterday!"

"Let me have it," cries Paul. "No, let me have it," yells Suranda; "I need the computer for my homework." "But I've got to finish my Boy Scout project by tonight," retorts Paul.

"Let me type the newsletter, please, Ms. Warson," pleads Josh. "I can do it as well as you can."

Every day we witness (and lament) these and similar conflicts among school-age children. Although we may wish for a magic wand or magic potion that would instantly solve conflicts, no such magic exists. William Kreidler, author of Creative Conflict Resolution, says that there are three basic causes of conflict: clashes over resources (clay, computers, adult attention), clashes over needs (power, friendship, self-esteem), and clashes over values (rules, beliefs, goals).

What can we as child care workers do?

One of the major tasks children have during their school-age years is learning how to get along with peers and adults in positive ways. This takes hard work and this takes time. Kreidler recommends teaching children cooperation and building a sense of community within the program. Creative cooperative games are a means by which we can teach children to cooperate instead of competing. Two cooperative games TUG OF PEACE and Cooperative HIDE & SEEK are described here.

TUG OF PEACE

Materials Needed
Long, strong rope, tied to make a circle.

What to Do
Lay rope on floor.
Have children sit around circle and grab hold of the rope.
Direct children to pull themselves to a standing position by pulling on the rope.
If everyone cooperates by pulling at the same time, everyone can stand up together and everyone wins.
If someone falls, everyone loses.
Use a signal (On your mark; get set; Go!)

adapted from Creative Conflict Resolution, p. 131. (See p. 15 to order.)

COOPERATIVE HIDE-AND-SEEK

What to Do
Two children, holding hands, are "it."
Everyone else hides.
Each time a person is found by "it," they join hands and become part of "it," searching for the rest.
This game takes a lot of cooperation to get "it" going in one direction.

adapted from Cooperative Sports and Games Book, p. 64. (See p. 15 to order.)

Helpful Hints

* Introduce a new cooperative or community building game each week.
* Talk about what each child likes about competing vs. cooperation.
* Use these games at the start of a new program year - an ideal time for building community.
* Create your own games.

NEW

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HALF A CHILDHOOD: Time for School-Age Child Care

by Judith Bender, Charles H. Flatter, and Barbara Schuyler-Haas Elder
Published by School Age NOTES

This book offers communities and programs ways they can respond to the child care needs of families and the developmental needs of school-age children during "half a childhood" — the hours when parents are working and school is not in session. The following issues and questions are explored:

- School-Age Child Care: A Family Resource
- Self-Care — A Dangerous Trend?
- Who are the Families? What are their needs?
- Who are the Caregivers? What does it take to do the job?
- Who are the Children? What are their needs? What do they do in the Program?
- What is the Program? How do you plan the environment?

Price: $7.95

SEE ORDER FORM ON NEXT PAGE

HALLOWEEN COSTUMES AND MASKS

Try these resources: The Great Pretenders - Makeup, Disguises, Masks and Costume Accessories Children Can Make and Use
More Great Pretenders - 25 Head-to-Toe Costumes Children Can Make
Both books are from Joy Wilt's Can-Make-And-Do Series. See Order Information on next page.

**** FREE Index for Sept.'83-Aug.'84 School Age NOTES - Send stamped self-addressed envelope. (Canada - self-addressed envelope)*

Please Note: When you renew, we will be moving your expiration date up one month to the front part of the publication period, i.e. 1085 to 0985. (Your expiration date is in the upper right hand corner of label above the zip code. It refers to your last paid issue.) Example: 0985 would expire with the Sept./Oct. 1985 issue.

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SEND ORDERS TO:

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RESOURCES RESOURCES

NATIONAL CONFERENCE

A National Conference on "Microcomputers, Education and Children" is being held September 24-28, 1984, at the Vanderbilt Plaza Hotel, Nashville, Tennessee. The Business, Youngsters, Technology and Education (B.Y.T.E.) Foundation is sponsoring the conference which will provide a forum for appropriate policy decision-making and preschool and elementary classes and programs. The Keynote Address will be given by Dr. Barbara Bowen, Director, Apple Foundation. Participant Scholarships are available. Request registration and information on scholarship of college credit from:

Terry Summers or Mary Fairless
B.Y.T.E. Foundation
Ctr for Training & Tech. Assistance
School of Education, T.S.U
10th & Charlotte Avenue
Nashville, TN 37203
or call: (615) 251-1540

HALLOWEEN SCROUNGER'S CORNER

HOW CAN YOU USE THESE EVERYDAY ITEMS?

*Make-up (asks parents to donate old make-up.
*Plastic garbage bags (green, black, yellow, white).
*Old clothes (from parents, sororities, church groups, rotary).
*Old boxes from TV or grocery stores.
*Yarn - for hair.
*Newspapers.
*Paperbags.
*Old or borrowed jewelry.
*Lots and lots of orange, green and brown construction paper, plus glue and scissors.
** See p.14 for resource books for making Halloween costumes.

BOOK REVIEW

Vance Packard's Our Endangered Children covers many aspects of childhood including birth, housing, schools, TV family, discipline and divorce. The plight of children today has been well researched, representing the views of the most respected authorities in the field. Child care is explored, with one whole chapter devoted to school-age care. Its almost 400 pages provides a comprehensive look at children today. *Published by Little, Brown and Company, 1983, $18.95 hardback.*

* * *

School Age NOTES

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November
December
1984
Vol. V #2

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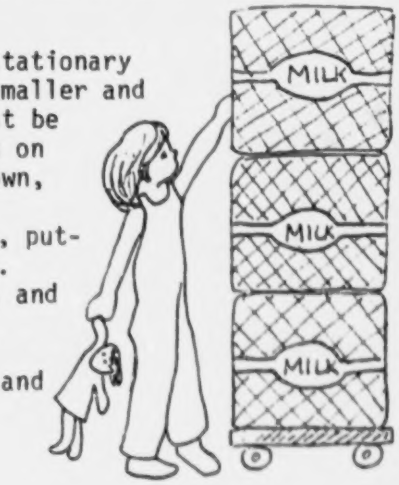
FEATURE

SETTING UP AND TAKING DOWN

How to Survive in Shared Space

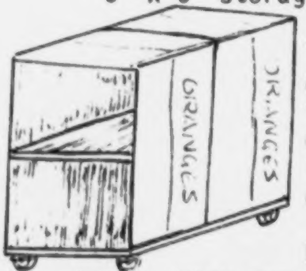
Many school-age programs must share their space in churches or public schools. This sharing of space can prove challenging. The author, Barbara Culler, reveals ideas on meeting this challenge based on her experiences in sharing spaces in both church and public school settings.

Keiki O'Kaahmanu is a non-profit before-and-after school care program located on the grounds of Queen Kaahumanu Elementary School in Hawaii. The program uses the school cafetorium (combined cafeteria and auditorium) for school-age child care plus a shared storage room (off to the side, in the back) with storage space approximately 6' wide by 6' long.



To make the most of available space, one tall stationary storage cupboard is used to lock-up and store smaller and less frequently used items. Because things must be taken out and put away daily, "learning centers on wheels" were created for easier set up, take down, and storage. This was accomplished by:

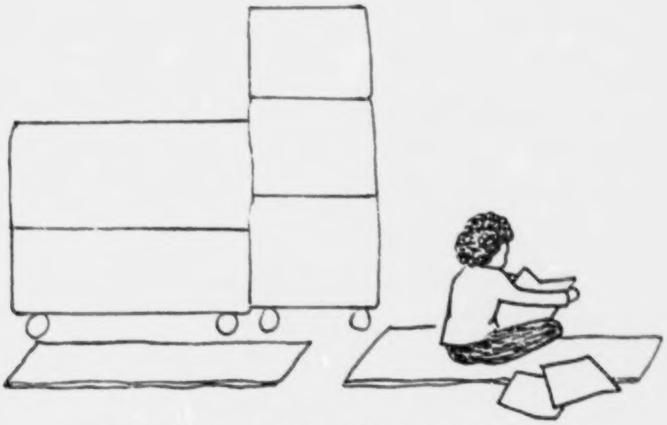
1. Taking two 36" x 24" wooden fruit crates, putting in a shelf and attaching the wheels.
2. Buying 3 plastic platforms with casters, and attaching 3 milk crates to each of the plastic platforms.
3. Adding wheels to the doll corner pieces and the library corner book rack. This "furniture on wheels" is kept in the 6' x 6' storage room.



Trouble spots occur when too many outside people have access to the storage room. It is important that the "centers" be turned around and facing the wall or cupboard so items are out of sight and reach. (Anything expensive or valuable is locked up in the cupboard or taken home.)

Having a temporary environment means daily work for the staff. They report to the school site in the afternoon well enough in advance to prepare for the children, usually 30 minutes before school ends. The cafeteria itself has long folding cafe tables which are set-up for school lunch time. Some of these folding tables are folded up to create more moving-about-space for the children.

Next, areas or centers are created with the "furniture on wheels" and the remaining folding tables. Centers include a reading corner, art area, a manipulative area, a corner with learning games, a blocks and cars area, a doll corner and music spot. Other activities are brought out of the storage cupboard such as legos, record player, musical instruments, and dollhouse with play people and play furniture. Boundaries are established by placing small mats or rugs on the floor with these activities.



Small rugs help define areas

Although sharing space has its drawbacks, this situation has been workable and convenient. Having centers on wheels makes set-up and take down quick and easy, plus it involves the children in clean-up. Using an elementary school facility requires no transportation to another facility and the clientel is right there on campus. Equipment on the school grounds is larger and more sturdy than those at a preschool.

Many advantages related to sharing space in a school building are also true of sharing space in a church. Rent is usually low-priced or free; maintenance staff are already hired and functioning; preschool equipment may be available for use by young school-agers; other already present equipment (chairs, tables, kitchen) does not have to be purchased. Sometimes, photocopying machines may be available to the after school program as well. A good relationship with the school or church staff (secretary, custodian, kitchen manager) make the programs operate with a minimum of conflict. Of course, flexibility and respectful communication are always helpful.

See page 78 in HALF A CHILDHOOD for more IDEAS on sharing space.

* * *

NEW

HALF A CHILDHOOD
Time for School-Age Child Care

Over 500 Suggestions for Activities

Note to instructors: A suggested course outline is included in appendix

HALF A CHILDHOOD: Time for School-Age Child Care

by Judith Bender, Charles H. Flatter, and Barbara Schuyler-Haas Elder
Published by School Age NOTES

"A must for every after school program"

Provides practical information based on developmental theory that you can use in your program.

Learn how to plan for growth, discovery and enrichment while providing a home-like atmosphere.

Outlines for you the families, children, need, solutions, developmental considerations, and program development.

HALF A CHILDHOOD - large 8½x11 paperback, 107 pages
Price $7.95 (plus only $1 shipping for prepaid orders)

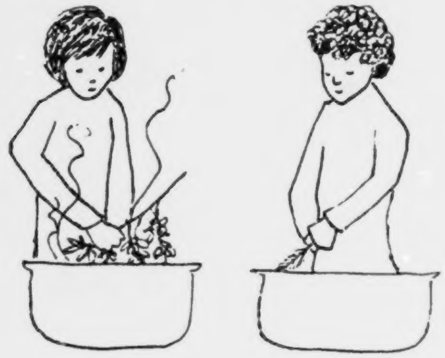
ACTIVITIES

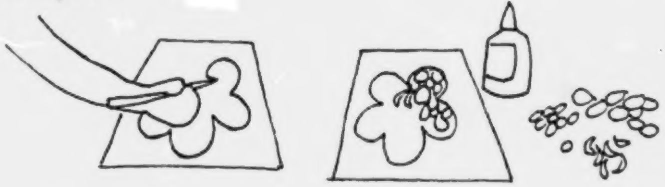
CELEBRATING THANKSGIVING AND HARVEST TIMES

Vegetable Dyeing:

1. Make dye by boiling any of the following plants in water, then cool.
2. Dip white turkey feathers or white cloth in dye.

PLANTS:
goldenrod stalk & flower - yellow
beet - red violet
spinach leaves - green
walnut hulls - brown
sunflower seeds - blue





Mosaics:

Materials needed:
Indian corn, pumpkin seeds, squash seeds, acorn tops
Glue

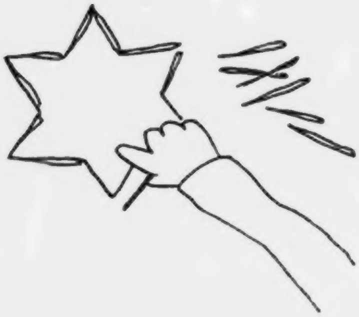
What to do:

Some children might like to draw their designs on paper first
Glue corn, seeds, acorn tops to paper or other firm material

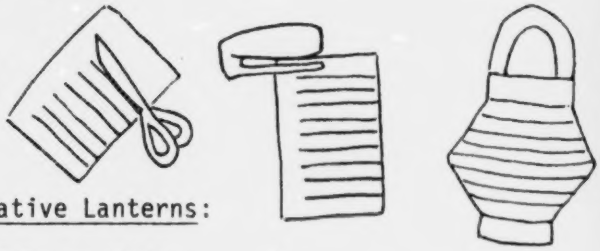
CELEBRATING CHINESE NEW YEAR

Tooth Pick Puzzlers:

Using different colored toothpicks, have children make holiday creations. These "puzzles" may be glued to paper, cardboard, felt, or burlap for permanency.



Source: Resources for Creative Teaching in Early Childhood Education, pages 246, 249, 211, 212.



Decorative Lanterns:

Materials needed:
Wallpaper, construction paper or any lightweight paper, glue, scissors, paints and brushes, crayons, staples

What to do:
Fold paper lengthwise (9" x 12")
Make cuts along folded edge, leaving 1-1½" margin on both sides
Glue or staple edges together
Open paper into diamond shape
Glue 1" wide strip paper to top to make hanger
Experiment with other lantern designs

NEWS UPDATE

The subject of child abuse, especially child sexual abuse, is constantly being discussed - in the newspapers, on TV, at meetings, and between co-workers and friends. Here is a sampling of recent comments and headlines.

* "House of Representatives looks for remedies to increased reports of child sex abuse in child care programs" USA Today 9/17/84

* "Child sexual abuse creeps to forefront" Associated Press 9/17/84

* "Preschool-age victims of sexual abuse are most often assaulted outside the home while teenagers are more frequently victimized by their fathers or stepfathers ... AP Wire Service

* "Research on 500 adolescent drug abusers showed more than 70% had been involved in family sexual abuse ... AP 9/21/84

* It's time to educate adults that it's not okay to sexually exploit children, reports Ann Cohn, Executive Director of the National Committee for the Prevention of Child Abuse. All the emphasis has been on teaching the child to say NO.

* "New TV Season Stretches Limits of Sex, Violence" ... Tennessean 9/17/84

* "National Education Association introduces multimedia training program kits (tapes, films, handbook) on how to deal with an abused child and with abusive parents" ... USA Today 9/20/84

* "Reports of child maltreatment in some child care facilities requires presenting sexual awareness information to adults and children within the community. Parents must be educated on how to protect their children. ... Child Care Action News, July/August '84.

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CONFLICT RESOLUTION

TEASING

Jeffrey is somewhat small for a ten-year-old. Others his age tease and call him "Pint-size." He becomes upset whenever this happens. How can you help Jeffrey? Choose one answer.

A. Encourage Jeffrey to play with younger children who are more his size

B. Make group discussions about differences in people a regular part of the routine. Let children know that differences are normal.

C. Tell Jeffrey's parents you are very concerned because Jeffrey is small. Suggest he see a doctor.

Teasing is an inevitable part of childhood. The reason is school-agers take everything literally. They believe if someone calls them a dummy, that means they are dumb. They have not developed enough self-identity to be confident and secure in who they are. It is so commonplace, that most of the time, no one really pays any attention to it. But, teasing contributes or causes a multitude of conflicts. Much teasing is a mild form of "kidding" which everyone enjoys, but some teasing may be fun for the teasers but not for the teased. Some teasing is harmful to everyone involved. Some is a form of communication - a way of saying "I like you" particularly in pre-adolescents and adolescents.

The most common teasing (which is hurtful) is name-calling, usually related to physical, ethnic, cultural or behavioral characteristics.

Some children can laugh off mild teasing or can give a quick repartee. Others are more sensitive - become more hurt and are unable to shrug it off. Often these children become the brunt of teasing from many children. Sometimes, one child becomes the group teaser - and thereby irritating to everyone.

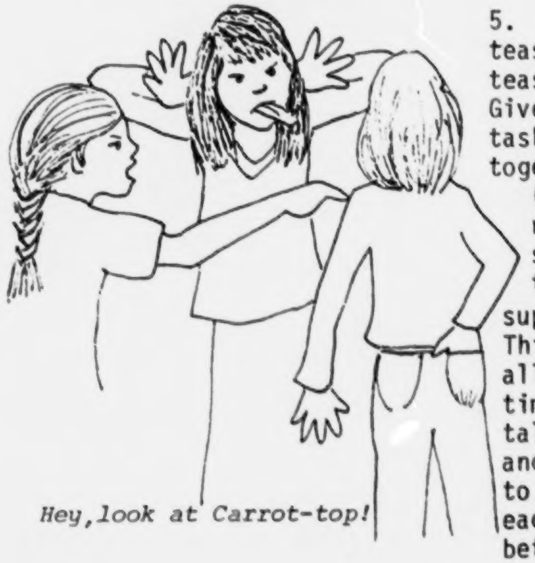
How do we handle teasing in a group situation?

1. Use answer B for situations similar to Jeffrey's. Discussing differences as normal places a high value on the special individual traits of each person. This contributes to a high self-concept and therefore less need to name-call as well as more strength to deal with teasing.

2. Recognize that teasing is a form of attention-seeking behavior. Look for ways to provide positive attention without reinforcing the teasing behavior.

3. Discuss teasing as a group. Talk about how it feels to be teased, why people tease, when it is fun and when it is not fun. Make a list of ways to handle being teased. Role play different situations and possible solutions.

4. Have a firm rule (with an enforceable consequence) that absolutely no name-calling is allowed. Decide as a group what the consequence will be.


Hey, look at Carrot-top!

5. Isolate teaser and teased. Give them a task to do together (sweep a room; straighten the art supplies). This will allow them time to talk it out and/or get to know each other better.

ADMINISTRATIVE NOTES

MANAGEMENT RESOURCES

The American Management Association carries a large selection of books (and some cassettes) about supervision and management.

A complete list and description is available by writing:

American Management Association
AMACOM Publishing Division
135 West 50th St.
New York, NY 10020

We have not seen any of these to review but felt the titles and descriptions sounded interesting and potentially helpful to directors.

Effective Communication on the Job ($17.95)

The First Time Manager ($14.95)

The Effective Supervisor's Handbook ($15.95)

Listening Made Easy ($11.95)

The Supervisor's Problem Solver ($15.95)

Managing Incompetence ($17.95)

Managing the Problem Employee ($16.95)

The Effective Executive (cassette) ($24.95)

Managing for Results (cassette) ($24.95)

Manage Your Time, Manage Your Work, Manage Yourself ($16.95)

Secrets of Successful Writing, Speaking, Listening ($14.95)

The Black Manager: Making It in the Corporate World ($17.95)

A Woman's Complete Guide to Leadership (cassette program) ($39.95)

HOW TO HIRE SMART

This 14-page booklet by Robert Half gives tips on evaluating resumes, interviewing, checking references and even dismissing an employee. It also includes an evaluation rating form that helps you objectively keep track of information gained from interviews.

TIPS from this booklet include:

1. Don't fall into the "last one interviewed gets hired" trap. Have a written method to rate each applicant. Don't rely on your memory of the first interviewed.
2. Watch out for puffed-up resumes which include leisure activities and hobbies. This may be limited work experience and/or overcommited social/family life.
3. Ask: "What was the most interesting job or project so far in your career? Why?" The answer may tell you whether the person likes challenges or not.
4. Check the references over the phone or in person for the most reliable and candid information. Ignore written references given you directly by the candidate.

For more information write to:

Soundview Executive Book Summaries
100 Heights Road
Darien, Connecticut 06820
(202) 655-6795

IT'S MORE STRAWBERRIES, NOT MORE SCHOOL

Remember our report in May/June issue about some states lengthening school year and how that might affect School Age Programs? Well, they don't worry about it in Albany and Corvallis, Oregon. The strawberry season saved them. The school boards rejected a bid to lengthen the school year because the growers need the children to help harvest strawberries in early June.

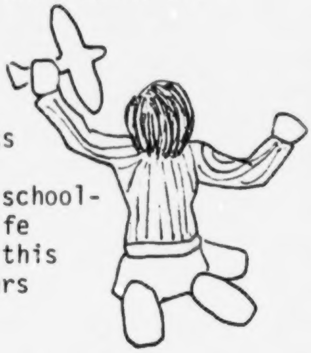
DEVELOPMENTAL NOTES

LEARNING THE HARD WAY

7-year-old Travis picked up the hose connect it to the spigot. "Be sure to shut the water off before you connect the hose," shouted Amelie, the caregiver. Travis reached up and tried to connect the hose to the spigot - without shutting off the water - thoroughly drenching himself in the spray.

Amelie tried to pass on her wisdom, learned through life's experiences. Why didn't Travis listen? What made him proceed, getting himself soaked, when it would have been so easy to follow Amelie's advice?

Bender, Elder and Flatter in HALF A CHILDHOOD assert that school-agers often have an apparent trial-and-many-error approach to life situations. Learning by one's own mistakes - rather than someone else's experience - may be the hard way to do it, but it fills the need for independent functioning. If you figure things out for yourself, even though you make mistakes doing it, you are less dependent on others. Plus, learning through actual doing and making mistakes fits with the school-agers intellectual level of concrete (real/actual) operations versus the higher abstract reasoning of which adolescents and adults are capable.



What can we do to work with this developmental characteristic? As adults we have experiences and wisdom we can share with school-agers which would make life easier. How do we share this wisdom so that school-agers can benefit?

First, allow children to learn from their mistakes in situations which will not be harmful to themselves or others.
For example: *Lavonna, after a few minutes of flying her paper airplane, leaves it on the floor near where Josh and Elaine are tumbling on the mats. Josh does a somersault and lands on Lavonna's airplane, squashing it beyond repair.*

Second, set up "experiments" where children can try out actions and reactions in a controlled situation.
For example: *Give children small amounts of different type paints (acrylics, water-based, oil-based) and clays (play-dough, molding, pottery). Direct them to put some in containers without lids and some in airtight containers. Leave overnight. Suggest the children try to work with the materials. Which work best?*

Third, role play potentially dangerous situations--situations which can not be "experiments" because of the danger.
Example: *Divide group into four teams. Give each group a card with a different situation to role play. Discuss after each role play: Was it a good idea what was done? Could it have been handled differently and/or better?*
Sample Situation: *Jeff drops and breaks glass on the floor. Several children are in stocking feet. Act out, what should Jeff do? What should the children do?*

Remember, because this is the age of trial-and-many-errors, Lavonna may have many paper planes squashed before she learns to take care where she leaves them. And more than enough paint and clay may dry out before children learn that airtight containers make some materials last longer. But, it is through these mistakes that school-agers move toward adolescence, where they can problem-solve and test possible solutions in their heads, instead of in their concrete world.

FOR CAREGIVERS ONLY

TIPS FOR MAKING IT THROUGH THE HOLIDAYS

Avoid foods with concentrated sugars. At holiday time, we tend to overload our systems with concentrated sugars: candy bars, candy canes, pies, cookies, punch, cake. Concentrated sugar can contribute to "low" or "blue" feelings, irritability, low energy, and in some children, increased and erratic behaviors. Be creative: think of ways to celebrate the holidays without sugar. See Super Snacks and Come and Get It for ideas.

Learn relaxation techniques: counting to ten; taking ten deep, cleansing breaths; imaging your body as a rag doll and letting your whole body become floppy and loose. Contact local YWCA/YMCA or mental health center for classes on relaxation techniques. - RESOURCE: The Relaxation Response by Herbert Benson available in paperback, check your bookstore.

Plan a pamper day just for yourself. Spend a whole day pampering yourself -- Take a long luxurious bath, take yourself out to lunch, spend the afternoon curled up with a great mystery or take a nap.

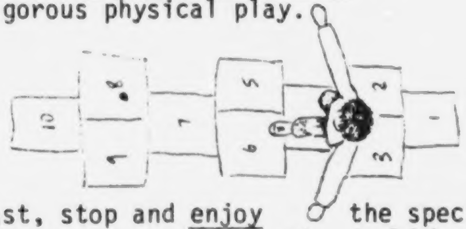
Continue routines - snacks at 3:30 p.m., clean-up at 5:30 p.m. That will provide a sense of security and a sense of calmness to the program. Don't abandon routines because of extra holiday activities. You may not be able to fit in as many holiday activities as you'd like, but the containment of holiday fever will help children and caregivers alike to enjoy more fully what experiences you do have.

Be aware of and anticipate changes in children's moods and behaviors due to spending holidays with the other parent or grandparents. - Build in ways for children to release tensions: *Make playdough - it's great for you as well as kids...*Classical music in the background...*A really strenuous hike.

Prepare children for holiday visits:
- share stories of your own holiday trips to grandparents.
- create a story of a school-age child visiting "Dad" in another state. Let children add to the story.
- have children share upcoming trips:
  Where are they going?
  Who are they visiting?
  What will be fun?
  What won't be fun?

Provide more structured materials: legos, puzzles, blocks, needlepoint on plastic sheets - these materials help children stay in control.

Increase the opportunities for vigorous physical play.



Last, stop and enjoy the specialness and excitement of the holidays.

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TRENDS IN TOYS FOR HOLIDAYS

Cabbage Patch dolls & many look-a-likes: ....Rainbow Brite....the Get Along Gang ....Kit and Kaboodle....Dollikin....Berry Babies....Cuddlekids....Practically Perfect People....

Pop-up Books: Princess to the Rescue.... Sailing Ships....more intricate and fascinating than past pop-up books....

GoBots....Transformers....Robo Force figures....Miniature robots, some that convert from people-like figures to machines (motorcycles, trucks, sports cars)....

Breakdancing Kits and Mats....

ACTIVITIES

CELEBRATING THE HOLIDAYS

Christmas Seals:

December 9, 1907 marks the day of the first Christmas seals available for sale. Christmas seals today have been designed by kids. Any child (3rd grade or below) can do a painting and be eligible for having their painting accepted as a Christmas seal. Write or call your local chapter of the American Lung Association for details. Then use December 7th or 10th (Dec. 9th is a Sunday this year) as the day for children to design and paint their Christmas seal.[1]

Divali (dee-wah-lee):

Hindu celebration - a festival of lights celebrated near late October, early November.

Diyas are made and placed in windowsills, on roofs and along roads.

Diyas are clay saucers containing mustard oil and a wick - the wick is lit and placed where they will attract *Lakshmi* who will bring wealth and good fortune to the home.

Children can make *diyas* out of pottery clay and bake in the oven to harden. Glue small pieces of candle wick to inside of *diyas*, then add small amount of vegetable oil. Or add small amount Sterno cooking oil - this burns with blue flame and leaves no residue in *diyas*.[2]

Kolaches: (from Yugoslavia)

A kolache is a ring-shaped coffee cake filled with prunes or apricots. Three candles are put on top of the kolache. The first candle is lit on Christmas Eve, the second on Christmas Day, and the third on New Years Day. On January 6th, a celebration includes cutting and eating the kolaches. Children also write thank you notes on this day as part of the celebration - this would make a great pre and post holiday activity.[2]

Sources:

1. *Amazing Days*
2. *Resources for Creative Teaching in Early Childhood Education*

DIRECTOR'S CORNER

TELLING YOUR STORY: WORKING WITH THE MEDIA

Start off with the right attitude when approaching the media, suggested John Merrow, a television producer, at the National Latchkey Conference in Boston last May. It's a collaborative effort--the media person gets a story and you get your story told.

Always be prepared when approaching the media. Remember they are looking to answer the traditional "who, what, where, when, why and how." Be able to answer those questions yourself. You must know what your story is.

In fact, Merrow recommended using those questions to map out a blueprint for approaching media people.

Who should you approach?
Columnists or feature persons are more likely to be interested in child care or "latchkey" stories and issues than are news reporters.

When should you approach them?
Cultivate media contacts long before you have a story you want told. Keep them up-to-date with what's happening. Let them know what you are doing but without applying pressure to get a story done. Media people are hard-nosed about being used.

To initiate contact cold, write a letter saying that you've seen some piece they did and that in six months you may have a story they would be interested in. Although it's a small point, it's important that they know you have read their stuff. Also, write a personal letter - press releases often just get tossed. Anything that's hand-addressed gets opened. Approach them often but always personally and gently.

Where do you approach them?
On your own turf. Offer: "Come on out any time. Give us a little notice; we'd like to show you around."

Why do you want to approach them?
Be clear in your own mind why you want the publicity.

How do you do the interview?
Don't use jargon. Make sure you have facts and statistics, particularly for bottomline-type questions like: How much will it cost per year to provide this service? How many latchkey children are there? While some questions may not have simple answers, Merrow stressed the importance of being able to give them an answer or at least anecdotes, which are just as valuable. As a bottomline you could say, "I don't know but nobody knows how many latchkey kids there are in our town but let me tell you about Maria."

Final Comment:
If you are seriously misquoted or misrepresented, especially if you had put the information in writing, document it and contact the editor. If you are interviewed by a poor reporter, make sure you keep sentences simple - tell anecdotes to make your point. Reporters live on anecdotes.

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LATE BULLETIN

California Latchkey Package vetoed by Governor September 30th. Originally proposed at $100 million, the final $35 million package had passed both houses of the California Legislature with overwhelming and bipartisan support. It proposed $35 million to fund extended day care programs for 30,000 low income kids and to stimulate the creation of an additional 30,000 child care spaces for children whose families could afford to pay for care. School-based programs would have had funding priority. There is no override of the veto possible. Supporters will have to reintroduce the legislation next year.

NEWS UPDATE

What are 9-11 year olds most afraid of?
"Being home alone" which is usually after school until their parents return from work was the most frequent answer 5,000 fourth, fifth and sixth graders gave in a Sprint magazine (Scholastic) survey. Their second and third greatest fears were getting up in front of the class and animals, especially dogs and snakes reported Education Week 8/22/84.

P.T.A. Supports SACC Programs
The National PTA (5.4 million members) has pledged to expand programs for "latchkey" children as a part of its resolution to focus national attention on "children at risk." (Education Week 8/29/84)

N.Y.C. Renews Interest in After School Care - After being turned down for review for this September, a $2.7 million pilot project to extend the kindergarten into after school care is once again under serious consideration for New York City. (Education Week 8/29/84)

WARNING: DON'T RECYCLE OLD MAKE-UP

Rosemary Northcutt, Program Supervisor of the Day Care Association of Montgomery Co. Maryland, advised us of the following:

"In the September/October issue, "Halloween Scrounger's Corner" suggested that day care staff ask parents to donate old make-up for use by program children. Bacteria can grow in old make-up. Magazine articles have recommended that women dispose of make-up periodically because it becomes contaminated. Herpes Simplex can be transmitted in lipstick by someone who has cold sores. The potential for rashes caused by allergies to make-up components is also a health hazard.

Because of these concerns, I do not feel that this suggestion contributes to the provision of a safe and healthy environment for children."

We appreciate this warning being brought to our attention so we can make others aware of it.

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HEALTH & SAFETY

KEEPING KIDS SAFE: PREVENTING CHILD ASSAULT

by Sally Cooper

Tamar, who had watched the workshop at times through her own fingers pressed to her eyes, followed me down to the library. She did not walk with me; she kept her distance. I had the distinct feeling that at any moment she might bolt back to her classroom and bury, once again, the words she feared to speak.

During the prevention workshop we do with school-aged children, Tamar had participated readily. She volunteered to play the part of a friend, who had to stand up to a school bully in a role-play we do to introduce the idea of assault and its prevention to children. When the other children applauded her efforts, Tamar beamed. During the second role-play, which involves a stranger trying to trick a child into entering a car, it was Tamar who shouted out, "Don't give your name to a stranger." She obviously had been warned about that type of danger.

But it was during the third role play, the one where an uncle touches his niece in a way that frightens her, that Tamar drew my concerned attention. She was twisting her hair, and biting her lips, but her eyes were riveted on the role players. During the discussion which followed this play, Tamar was silent. We tell children that their bodies are their own, that no one has a right to touch their bodies in any way that frightens, confuses or hurts them. We discuss good touching and bad, and how often times bad touching must be kept secret. As soon as the word "secret" hit Tamar's ears, she turned her back to the circle of children, concentrating her attention instead on a bandaid around her index finger. During the rest of our workshop, Tamar's attention never returned. My heart sank; I began to worry about Tamar, as I often worry about different children in workshops we present in classrooms around Columbus, Ohio.

When I mentioned to the children that anyone with a question or a problem could come down to the library and talk to us individually, my eyes focused on Tamar. I sent out momentary pleading eyes, hoping that she would know that I would listen and try to help.

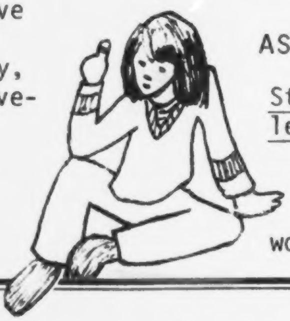
Over the last seven years of doing this work, there have been so many children who have consumed our concern. Some, like Tamar, join us in the library. Countless others refuse to talk to anyone about their plight. It is estimated that one out of every four female children and one out of every nine male children will be assaulted before they reach 18 years of age. This estimate cuts across all racial, geographic and economic lines. As Sandra Butler says in her book Conspiracy of Silence, child sexual assault is "relentlessly democratic." The vast majority of children (75-80%) are assaulted by someone they know. Our messages to our children about dealing with strangers fail to protect them from the majority of assaults. Family members, friends, neighbors, teachers, baby sitters, coaches, troop leaders, and every other conceivable adult profession or vocation, holds within its ranks child sexual assaulters.

For Tamar, the problem was her father. In words so softly spoken I strained to hear, Tamar talked about what happens when her mom works night shifts at the hospital. There is always a bath she explains, "Even if I had one yesterday!" Dad insists on an open bathroom door, too. After a bath and a story, during which Tamar can't listen because she is hoping too hard that Dad will simply turn off the light and go downstairs, Tamar crawls into bed. Her father switches off the light, but he never leaves right away. Tamar begins to cry when she tells me this part; Dad pulls down her pajama bottoms; she shuts her eyes because she doesn't want to see Dad doing this.

Tamar, and many more children like her, need our help. Children need brave child care staff, school personnel and other advocates who will report suspected assault cases and offer emotional support during an investigation. All states have mandatory reporting laws, some stronger than others, but morally, if not legally, our work as educators demands our involvement.

For Tamar the story has a happy ending. She goes to see a counselor; so do her mom and dad. Her father admitted to Tamar that what he did was wrong, and he has promised Tamar and her mom that he will not make them deal with his problem any more. Tamar's father is an exception; in 12 years of working with incest offenders, Nick Groth, author of Men Who Rape, never received a self-referral from a man who was assaulting children.

The most important message that children must learn is that of body integrity. Adult authority can not supercede a child's right not to be assaulted. The child must know that he or she has the right, ability and skills to stop an assault, and to tell someone who will help. Teaching children that good secrets don't frighten you, and that good touching need never be kept a secret may save countless children. Tamar didn't know how to stop the assaults; other children need to know so that they may never face a problem this big and scary right in their own home.



ASSAULT PREVENTION GUIDE

Strategies for Free Children: A leader's guide to child assault prevention - a "how-to" manual for child care staff, parents, educators - anyone who works with elementary school children - to use in starting a prevention program for children in your community includes: ...information about child sexual assault ...the adult workshops for parents and teachers ...the classroom workshop for children in grades K-6 ... identification of the sexually abused child. Price: $19.95 plus $1.90 shipping.

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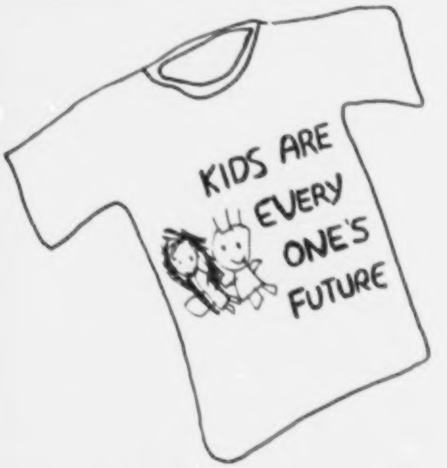

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PUPPETS WITH PIZZAZ - *52 finger and hand puppets children can make themselves from old gloves, socks, cereal boxes, paper bags, cardboard and felt.* Try Santa bag puppet .... Snowman felt puppet.

I CAN MAKE A RAINBOW - *300 pages. Giant collection of arts and crafts activities.* Stained glass with paper .... Snow Scenes .... Swiss Cheese Candles .... Plus many ideas for making gifts.

KIDS KITCHEN TAKEOVER - *120 ways children ages 4-12 can cook, garden, experiment--all in the kitchen.* Molded candles .... Batik Banners .... Tie Dying .... Vegetable Printers (make your own greeting cards) .... Clove Oranges .... Fake Bread (to make tree ornaments).

THE BIG BOOK OF RECIPES FOR FUN - *over 300 activities. Large-print, easy-to-read instructions for children to use independently.* Activities for the holidays: Make a Bird Feeder .... Cookie Cutter Mobile .... Holiday Shapes .... New Year Games .... Thanksgiving Turkey .... Chanukah Menorah .... Chanukah Dreidels .... Chanukah Cookies .... Standup Christmas Trees .... Paper Trees .... Paper Lanterns .... Christmas Ornaments .... Stained Glass Cookies .... Gift Ideas .... Shrink ups (for tree ornaments).

SUPER SNACKS - *over 165 recipes --- seasonal, sugarless, nutritional snacks for you and the kids to make.* Chappatis (Indian Fry Bread) .... Carrot Balls .... Totline Pilgrim Bread Pudding .... Graham Cracker Turkeys .... Fruit Cakes .... Hannukah Cheese Latkes .... Mock Champagne .... Oatmeal Chews.

PUDDLES AND WINGS & GRAPEVINE SWINGS - *Nature Activities & Crafts: 300 pages of exciting ways to use nature's materials.* Includes crafts for all seasons .... Natural Menorah .... Celebrate Chanukah with Potatoes .... Decorate Your Tree Naturally .... Milkweed Pod Star .... Cone-A-Tree .... Corncob Jelly for Holiday Gifts .... Bird's Nest Legend

****

KIDS AMERICA IS BACK!

STEVEN CANEY'S
Kids' America

The publisher has reprinted this book and we have received 10 cartons of Kids America from our back order last spring.

The price is $9.95 plus 1.50 shipping first book, 50¢ each additional book.

Kids America by Steven Caney is 400 pages of elaborate projects and themes to complement regular activities. It is perfect for those tired of the same old activities. It includes unique projects, tons of interesting trivia for older children and hands-on experiences for younger ones.

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RESOURCES RESOURCES

AFTER SCHOOL CONFERENCE

The "Conference for After School Programs for Children and Youth 5-18 Year Olds" is being held on Saturday, Feb. 2, 1985, at San Francisco State University. Planned are 45 workshops for both program staff and administrators of child care, recreation, and parks department programs. Cost for the one-day conference is $12 (includes lunch). For more information contact: Andrew Scott, Children's Council, 3896 24th St., San Francisco CA 94114.

STARTING PROGRAMS CONFERENCE

LATCHKEY Services for Children Inc. of Pinellas Co., Fla. is sponsoring a 2½ day institute February 27th-March 1, 1985 in St. Petersburg, Fla.

For school administrations and local governments interested in replicating the LATCHKEY model of school-based school-age child care operated by a community-based, private, non-profit agency. Fee: $395. Contact: LATCHKEY Services for Children, 1301 Seminole Blvd., Suite 140, Largo, FL 33540

SEMINARS ON SCHOOL-AGE CHILD CARE

A series of seminars is planned by the School-Age Child Care Project starting in the Spring of 1985. Start-up and implementation of a wide-range of models of care will be examined. Issues such as "How does the actual program work" and "What does the curriculum look like" will be explored. A Policy Seminar on state regulations and innovative legislation is planned for policymakers. For more information contact: School-Age Child Care Project, Center for Research on Women, Wellesley College, Wellesley MA 02181.

LEGAL BOOK FOR SCHOOL-BASED CARE

School-Age Child Care: A Legal Manual by Abby Cohn, Esq. of the Child Care Law Project, San Francisco, CA and published by the School-Age Child Care Project, Wellesley MA. Reviews the legal considerations of school-based based programs. However, the sections on liability and staff considerations are relevant to most child care centers. For more information, contact: School-Age Child Care Project, Center for Research on Women, Wellesley College, Wellesley, MA 02181

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January
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FEATURE

THE HAZARDS OF SCHOOL-AGE CHILD CARE

EDITOR'S NOTE: The following article written by the Child Care Employee Project, Berkeley CA, is based on a survey on occupational health hazards that appeared in the July/August '84 issue of School Age NOTES. On page 13 is a report on the 1984 NAEYC Conference in Los Angeles. Many of the concerns and problems indicated in the survey were also raised at the Conference.

Are there occupational health and safety hazards in school-age child care? If so, do they differ from those in settings for younger children? What resources can help improve the health and safety of school-age staff? To explore these questions, a health and safety questionnaire appeared in School Age NOTES. The 56 respondents (mostly program directors and coordinators) represented programs from 18 states and Canada.

Survey Results

This pilot study strongly suggests that school-age staff share some of the health and safety problems that exist in programs for younger children. (A survey of preschool child care programs was conducted by the CCEP in 1982.) It also indicated a few problems unique to school-age care.

Exposure to Illness - School-age staff often find themselves exposed to head lice (reported by 68% of respondents), flu (87½%), sore throats (91%), and childhood illnesses (52%). Many contract these as well as other illnesses. Other contributors to illness may be: 1/3 of respondents work when ill, 25% receive no paid sick leave, 64% have no regular breaks, and 46% indicated a lack of substitutes as a major stressor.

Child-Related Injuries - School-age and preschool staff apparently differ in their causes of injuries on the job. School-age respondents (15%) have suffered back, neck, shoulder or leg strains from lifting, as opposed to 43% of the preschool group who have to carry children more frequently. However, 29% of the school-age respondents have sustained injuries from participating in activities with the children, and 20% have been hurt when children physically act out.

Use of Potentially Toxic Materials - A high percentage of programs use chemical cleaners and solutions on site (73%). (Not surprising perhaps, as about half are responsible for their own maintenance.) Even more disturbing is the prevalent use of possibly toxic art materials such as powdered tempra (used by 87%), dry clay (30%), and instant paper mache (16%), all of which contain elements that are dangerous when inhaled. Permanent markers, containing harmful solvents, are used by 79% of the respondents.

Other concerns include: Over half of surveyed programs are regularly sprayed with chemical pesticides, and six program environments contain asbestos - four are taking corrective action.

Noise - Noise levels may be an important hazard to investigate further: almost half the respondents indicated that there are places on site too loud to hold a normal conversation. 25% noticed some change in their hearing when returning home from work. (This was substantially higher than reports by the preschool survey group.

Stress - A total of 95% rated their jobs as stressful. Inadequate substitutes ranked as a major stressor - 46% of respondents. The next highest ranked stressor, poor compensation, is shared by all types of child care staff. Other high ranking stressors are relations with coworkers (32%), verbal attacks by children or families (30%), conflict between children (29%), lack of breaks (27%), inadequate facility (23%), relations with administration (21%), inadequate supplies (18%), and conflicts between adults and children (18%). Other stressors noted were lack of time, heavy workloads, staff turnover, sharing space with public schools, funding and budgets, multiple roles, and working with a Board.

The large percentage of respondents who do not receive breaks (64%) may be partly due to the number of directors responding, many of whom set their own work schedules. However, everyone benefits from breaks, particularly if there is someplace to go and "escape to" for 10-15 minutes every few hours. Unfortunately, most programs surveyed had no staff lounge, thus giving them some relief but no place to enjoy it; and 9 respondents had a staff lounge but no breaks, giving them a place to relax but no time to go there.

Does stress take its toll? Judging from the response, many staff are experiencing stress-related physical symptoms such as headaches, exhaustion, trouble sleeping, digestive or stomach problems, muscle strain, nausea and dizziness. One quarter of the group experienced eyestrain, which may be a symptom of stress. Eyestrain may also be related to the use of flourescent lighting reported by 84% of respondents.

Available Resources - The prevalence of these hazards throughout the country may suggest that they are a necessary, although distasteful by-product of child care work. Many of these conditions exist because staff believe that their needs are in conflict with the children's needs and that focusing on the children's needs often means ignoring their own. But in fact, placing a high value on adult needs in child care can help enhance the quality of a program by preserving the physical and mental health of staff members, and increasing their effectiveness and longevity.

The absence of adequate funding for child care often presents a roadblock to securing resources which allow adequate in-service training, health benefits and decent wages for staff. But administrators and staff may still find innovative and effective means of improving the work environment. (See resources developed by CCEP on page 14.)

Finally, we'd like to offer a word of thanks to our 56 respondents. Despite the demands of their jobs they took the time to help us learn more about the needs of school-age programs, and we certainly appreciate it!

-- The Child Care Employee Project

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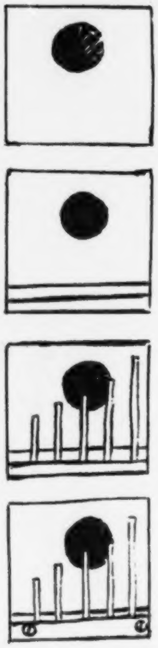
ACTIVITIES



Thumb Piano (mbira)

Materials Needed:
- plywood base (4" x 4" x 3")
- 3 pieces of flat wood (3" x ½" x ¼")
- 5 umbrella spokes (3", 2½", 2", 1½", 1")
- 2 wooden screws
- wood glue

What to Do:

1. Cut a hole, 1½" in diameter, in the plywood base, approximately 2 " from one end of base.
2. On the same end of the base, glue 2 pieces of flat wood, across the width.
3. Place umbrella spokes (in graduating lengths) lengthwise across the two pieces of glued flat wood and extending over the hole. Space equally distant from the edges of the plywood base and from each other.
4. Place the third flat board on top of the umbrella spokes and other two pieces of flat wood. Screw top flat wood to base. (This will hold umbrella spokes in place but allow limited movement. This movement creates the musical sounds.

Note: Children can hold in one hand; vibrate spokes with other hand.

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CONFLICT RESOLUTION

CELEBRATING OUR DIFFERENCES

Teaching children about differences. We live in a complex, highly diversified world, but most of the time, we seek out people similar to ourselves. We seek out similarity for a sense of security, reassurance, reinforcement for our own self worth. However, we are not all alike. We are different not only in skin color and ethnic origins but in body shape, eye color, religious beliefs, values, talents, ideas, and ways of acting. Therefore, we (and our children) need to not only tolerate but also respect and celebrate our differences. We need to work toward ridding ourselves of stereotypes and prejudicial feelings and ideas.

At this time of year, with Martin Luther King's birthday on January 15, Susan B. Anthony's birthday on February 15, and Women's History Week March 3-9, this is an excellent time to concentrate on celebrating differences and dispelling stereotypes. How can this be part of your daily program?

- Recognize and reinforce Sharon's expertise in playing baseball. Encourage and applaud Paul's skills in caring for plants (or baking cookies).

- Point out how having differences helps us - Jason's interest in weather forecasting helped us learn about tornadoes so we could practice a tornado drill.

- Discuss how differences make life more interesting. If everyone liked only the color red, how boring painting of coloring or beadwork or pottery-making or sewing would be - and how would we play board games or play cards if everything was red? or how would we know who was who?

- Provide opportunities for development of problem-solving skills. (Studies have indicated a positive correlation between tolerance and problem-solving skills.) This can be in the form of 1) choosing among several activities, 2) deciding on where to go for a field trip, how to get there and how to pay for it, 3) figuring out what to do if someone hurts your feelings.

Promote healthy self-concepts. Children who feel good about themselves have less need to put others down in an effort to raise their own self worth. Remind children that putting others down does not raise their self worth, but instead it sends a message that the put-downers do not feel good about themselves.

- Diffuse stereotypes. When children say all cops are mean, point out a police officer you know who is not mean. Also discuss stereotypes some people have of children, i.e. all children are noisy, clumsy, lazy, bothersome. *See page 5.*

* * *

RESOURCES: National Women's History Project has available curriculum guides, teaching guides and packets, collections of oral histories, and a National Women's History Week Celebration Kit. The 1985 Commemorative Poster featuring portraits of eight different women can be purchased for $4.00. Send for a FREE catalogue - National Women's History Project, P. O. Box 3716, Santa Rosa CA 95402, (707 526-5974).

History of Women for Children by V. Epstein. 32 page book tracing history of women's accomplishments and difficulties. Preschool through 5th grade. Soft cover $3.25 plus $.60 shipping. Order from VSE Publisher, 212 S. Dexter St. #2, Denver CO 80222.

ACTIVITIES

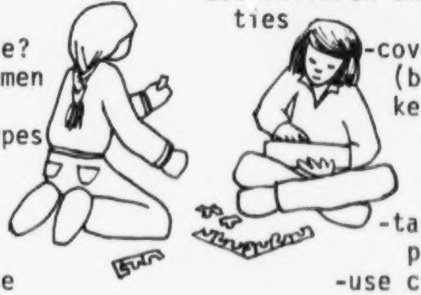
CELEBRATE OUR DIFFERENCES

STEREOTYPES

Purpose: to challenge children's stereotypes of different groups of people.

Materials Needed: accurate, realistic pictures/drawings/photos of a specific group (Native Americans/women) in various activities and work, crayons, magic markers, paper

What to Do:
- Have children imagine a person of chosen group and then draw pictures of that person working or at home.
- Have children display their drawings while you display your collected pictures, photos.
- Discuss what a stereotype is.
- Where do we get our ideas of people?
- Are all Native Americans or all women alike?
- What happens when we have stereotypes of people?



COPYCATS

Purpose - to help children appreciate differences.

What to Do:
- Have children stand up in a group. One child stands so everyone can see her/him and is the leader.
- Each person is to copy everything the leader does for at least 5 minutes.
- The children will find this fun at first, but will gradually tire of it.
- Stop the activity when children are obviously bored and restless.

Discuss
- What did it feel like to be a copycat? at first? later? What made it boring? (or whatever feeling the children express)
- How did the leader feel?
- What would life be like if we all did the same thing all the time?

PHYSICAL DIFFERENCES/PHYSICAL DISABILITIES

Purpose: to help children become aware of how physical differences change behavior

What to Do:
- Have children sit comfortably in a circle
- Make a list of physical differences that affect behavior. Children usually start with height and strength. Add any that the children don't mention but that you'd like to include. Write the list on newsprint for all to see
- Discuss how the difference affects behavior: If you were real tall what could you do/not do?
- Let children experience some disabilities
  - -cover eyes with blindfold (blindness) and play basketball
  - -turn the sound off on a favorite TV program (deafness)
  - -tape fingers together and play board game or cards
  - -use crutches and take a hike

ETHNIC BULLETIN BOARDS

Have children decorate a bulletin board or the walls with questions about famous people from different ethnic or minority backgrounds. Then attach a string to the question mark with a drawing or photo of the person at the other end of the string. For example, what black person started the Civil Rights Movement by refusing to go to the back of the bus in Birmingham? (answer: Rosa Parks)

All activities adapted from *CREATIVE CONFLICT RESOLUTION*. *See p. 15 to order this book.*

CURRICULUM CORNER

ALL DAY PROGRAMMING IDEAS

A big difference exists between running a program after school for school-age children and running a program all day (10 hours long!).

1. On a full day the children arrive sporadically one or two at a time (instead of 20 or more - boom!)

2. The children tend to be more subdued (rather than full of pent-up energy from being quiet in school).

3. The pace of workers and children alike is slower. There is time to do more without rushing.

4. There may be anticipation for a special event: field trip to museum, bowling, roller or ice skating, an all-day picnic with swim at the pool, an indoor "camp-out."

5. Many times the switch to all day is unexpected and with very little notice (because of snow, high temperatures, energy shortages, teacher strikes).

KOOSTER Club activities (Kids Out Of School Today) is the special name used by Champaign (IL) Park District. Because many parents have adequate arrangements for children after and before school but not for a full day, the Kooster Club includes children who are not regular after school enrollees. Regular enrollees do get first priority, but any remaining slots may be filled by non-regulars.

Special events which require prior reservations can be planned for known or predicted days when school will be closed. This may include a trip to a museum, a train ride, a play, a puppet show at the library, or a sports event.

Special events requiring planning but no reservations are: a bus trip to local college, indoor camp-out, mapmaking of neighborhood an ecological study of slugs, preparing an ethnic meal (prepare menu, go food shopping and cook all in one day), plan and put on a puppet show or play.

For occasional full days (vs every day as in summer), keep the program more structured. This helps the children know what is expected and reduces out-of-bounds behavior. Still include many choices.

Line up volunteers to help. This could include senior citizens or teen-age siblings. Arrange for a volunteer who can be called on at the last minute to share a talent of theirs -

- playing the dulcimer or bagpipe
- quilting
- clowning
- pottery
- gymnastics or aerobic dancing
- mechanic - change oil in car
  - drain radiator & add anti-freeze
  - show how engine works
- teach another language
- put on a radio show

Have a special box which contains materials used only for unexpected full days:

- board games
- story tapes
- hand puppets (without eyes, nose, clothes, etc.) and materials to complete puppets
- supplies to make playdough (do you ever have enough?)
- "Fun for One" Kits*

*FUN FOR ONE, facilitating solitary play, by M. Paulv & A. Soldz. This booklet contains instructions for creating 50 different kits for use by individual school-aged children. Price $2 plus $1 shipping. Order from: Fairfax County Office for Children,
11212 Waples Mill Rd.
Fairfax VA 22030.

DEVELOPMENTAL NOTES

PLAYING BY THE RULES

Why are 7 - 10 year olds so "rule bound?" Since they live, eat and breathe rules, how can we work effectively with this stage?

The school-age child's mental abilities expand at the same time that the "corpus collosum, the main connecting link between the right and left hemispheres of the brain, becomes much more mature in both structure and function." Researchers are still not sure exactly how this increased functioning of the corpus collosum relates to expanded mental abilities. However, caregivers notice that around age 7 children begin to order, classify and apply rules to various situations. They can mentally add and subtract. They spend many hours organizing the doll corner or lining up and grouping all their toy cars or miniature play figures.

Over a period of several years, school-age children are preoccupied with rules. Through rules they get a sense of order and security to their rapidly changing world. But since school-age children do not have the ability to think abstractly (as in adolescence and adulthood), they think in terms of absolutes--either/or, right/wrong. Therefore, rules are rigidly applied.

Seven-to-ten year olds become frustrated with any disregard for rules, asserting themselves vehemently on the unfairness or unjustness of not sticking to rules.

Understanding this "rulebound" period of school-agers can eliminate many needless conflicts between staff and children as well as among the children. Consistent enforcement of rules can help both staff and children.

Ways to Work with the Rulebound Child

- Respect the school-age child's need for rules. Do not belittle it or try to circumvent it for your own convenience. Also, avoid trying to reason with a school-ager about flexibility in rules. You only end up frustrating yourself and the child.

- Begin social situations, including field trips, special events, and games by deciding on the rules. State them clearly both verbally and in writing on a large posterboard or newsprint. Post where everyone can see.

- Decide rules as a group whenever possible.

- Use the following criteria for making rules. All rules need to be:
  - clearly definable
  - understandable by the children
  - appropriate for developmental age of the children
  - reasonable
  - enforceable
  - stated positively
  - short and easy to remember
  - specific in expected behavior and in consequences

Examples of Rules

RULE: All pieces for one game must be put away neatly before another game is taken out. (Neatly means not tossed on the shelf in a million pieces!)
CONSEQUENCE: Person leaving game out can not participate in other activities until rule is followed.

RULE: Each child must be seated with seat belt on when van engine is on.
CONSEQUENCE: The van will stop until the rule is in force.

Resource: SCHOOL-AGE CHILDREN Development and Relationships by M.S. and R.C. Smart, Macmillan Publishing Company, Inc., New York

ACTIVITIES

MULTI-CULTURAL AWARENESS

The outline in the left-hand column is for planning curriculum experiences around different ethnic groups or cultures. Our thanks to Jane Young for her outline. In the right-hand column are specific ideas for teaching school-agers about the culture in Nigeria.

1. Literature	
- Myths, legends	Nigerian Fable*
- Stories for young children	
2. Movies, filmstrips, travelogues	Have a parent or volunteer show their slides or photos of Nigeria or contact a travel agency or the AAA for travel posters or guides.
3. Songs and dances	"Everybody Loves Saturday Night"*
4. Games native to other cultures	Moonshine Baby** Jumping the Bean Bag*
5. Celebration of holidays	
6. Actual objects used by other cultures - Clothing, jewelry, musical instruments, art work, stamps, coins, tools, toys	Ask a Nigerian or person who has travelled to Nigeria to share any items with children. Or visit a museum or find photos in books or travel guides.
7. Food Experiences	
- Prepare a food with the children	Chin Chin**
- Visit an ethnic restaurant or grocery store	
- Plan and prepare an ethnic meal with parents	
8. Creative dramatics	
- Children act out a myth or legend	
- Role play situations	
9. Art Activities	
- Prepare costumes and props for dramatics	
- Recreate handwork of other cultures	Calabashes**
10. Language Activities	
- Learn a few words in another language - Expose children to the written form of language if different from Roman alphabet	From Yoruba* one of three major languages of Nigeria: Karo = *Good morning* Oruko mi ni _____ = *My name is* A dupe = *Thank you*
11. Construction Activities	
- Models of house, village	
- Model environments - desert, jungle	
- Puppets	
- Musical instruments	Thumb Piano**
- Tools	
- Toys	

---

* & ** *These ideas taken from* *Children Are Children Are Children* *by Cole, Haas, Heller & Weinberger. Available from School Age NOTES. Price: $7.95 plus shipping.*

** *Turn to page 3 & page 9 for more information on these activities.*

ACTIVITIES

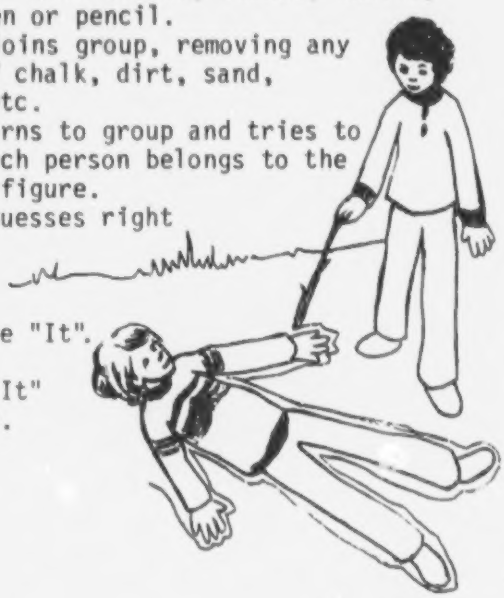
MOONSHINE BABY

Materials Needed:

sticks, stones, chalk, large newsprint, pencils or pens

What to Do:

1. Choose one person to be "It."
2. "It" leaves group.
3. Choose one person to be the "Baby."
4. The "Baby" lies on ground, floor or large paper. Other children outline the "Baby" with sticks, stones, shells, chalk, pen or pencil.
5. "Baby"rejoins group, removing any traces of chalk, dirt, sand, leaves, etc.
6. "It" returns to group and tries to guess which person belongs to the outlined figure.
7. If "It" guesses right s/he gets another turn to be "It". If not, another "It" is chosen.



CALABASHES

Traditional calabashes (gourds) are decorated and made into musical instruments, beads, bowls, spoons, dishes, jugs. Here's how to create "calabashes."

Materials Needed:

balloons of different sizes
newspapers - cut into strips
white glue (or flour-and-water paste)
clear shellac, paint brushes
paints of different colors
fine sandpaper
sharp pins or small penknife

What to Do:

1. Blow up balloon.
2. Dip strips of newspaper into thin glue or paste.
3. Cover balloon with several (5-6) layers of wet strips.
4. Allow to dry overnight.
5. Smooth rough surfaces with fine sandpaper.
6. Burst balloon with pin.
7. Scratch a design onto calabash with a sharp pin or penknife.
8. Paint or stain calabash. Let dry overnight.
9. Paint final coat of clear shellac.

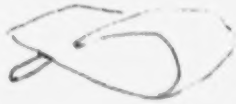
CHIN CHIN

Ingredients

2 tablespoons butter	1 cup flour	
2 teaspoons sugar	1 teaspoon caraway seeds	Makes 3 dozen pieces.
1 egg, beaten	vegetable oil	

What to Do

1. Knead butter and flour together.
2. Add sugar and caraway seeds.
3. Mix in beaten egg. Mix well. Form a stiff dough.
4. Knead until smooth. A few drops of water may be needed.
5. Roll out on a floured board.
6. Cut into strips (½ inch by 5 inches). Cut ends on a slant.
7. Cut a slit near one end. Slip the other end through the slit to form a loop.
8. Fry each loop (Chin Chin) in hot oil until crisp and light brown.
9. Remove with slotted spoon or tongs.
10. Drain on paper bag or towel.



From *CHILDREN ARE CHILDREN ARE CHILDREN.*

ADMINISTRATIVE NOTES

CREATIVE STAFFING: VOLUNTEERS

(Are They Worth It?)

Want to add tennis or art or music or aerobic dancing or tutoring or gymnastics or a Kazoo band to your program? Can't figure out how to do it?

In Sarasota County, Florida, Pat Scavo and Judy Sullivan included all of these great experiences in their After-School Program. Here's how they did it.

"Presently in south Sarasota County, Florida, 55% of the population is over 60 years of age. This unique demographic circumstance provides a wealth of human resources for our school age program.

"In the 1983-84 program, 383 volunteer hours were donated by senior citizens, community volunteers, and high school students. Because of these volunteer hours, there was an increase in available services we provided to the children. Examples of this range from a retired chemical engineer helping with math homework to a retired professional ice skater teaching aerobics. Senior citizens as volunteers have accumulated talents and a special wisdom that comes through surviving.

"A Special Project to involve senior citizens as volunteers in the Sarasota County Schools was especially helpful in successfully recruiting, coordinating, training and involving the volunteers in the daily operation of the after-school program. Senior citizens volunteered in a variety of time commitments, one hour or more a week on continuous basis; two hours twice a week for 6 weeks, and one-time three-hour special presentation. Coordination included matching volunteer skills and interests with program needs and children's interests."

Pat Scavo and Judy Sullivan are lucky--their city had a special project to help them get started plus they have available a wealth of experienced people with retirement hours to fill.

What about where you are? The population of senior citizens is growing everywhere. Are there "accumulated talents and wisdom" to be shared with your program? Are there church or civic groups who have volunteer service requirements for membership? Are there local colleges with students who need field practice hours as part of their curriculum? Is there a senior citizens agency which would work with you in coordinating volunteer services?

TIPS IN USING VOLUNTEERS

* Start small. You can always expand.

* Enlist one person (Board member or volunteer) to to coordinate volunteers.

* Match talents and interests of volunteers to program needs and children's interests.

* Stretch your imagination on how individual's talents can be shared with school-agers.

* Provide orientation, in-service training and hands-on experience before volunteer independence.

* Get a commitment of time from volunteers. *Ex. every Monday 4-5 p.m.*

* Stress notification of staff if volunteer must be late or absent.

* Always express appreciation. A simple thank you means a lot to a volunteer.

See p. 16 for resources.

DIRECTOR'S CORNER

WANTED! WORKSHOP PROPOSALS

NAEYC 1985 will be in New Orleans, LA Nov. 14-17 - Now is the time to act if you have ever thought about presenting a workshop at NAEYC. Here are some ideas for workshop subjects:

activity ideas....developing curriculums ....kindergartners....older children.... special needs children....administration issues....conflict management techniques ....community resources for programming ....summer camp programming....full-day programming (no school & vacation days) ....sex education....creative funding strategies....staff development.... church-run program issues & concerns.... school-based programs issues & concerns.. ..cooperative sports and games....developmental theory into practice....licensing issues & concerns....unique aspects & issues of different types of programs.... ....proprietary program issues....family day care concerns, operation & issues.

SUGGESTIONS AND HELP:

-In workshop title use a term that readily identifies it with school-age. Example: after school, school-ager, school-age etc.

-Think about collaborating with someone else from another program or part of the country to add extra diversity & interest.

-CONTACT Rich Scofield, School Age NOTES, (615) 292-4957 or the Wellesley School-Age Child Care Project (617) 431-1453 for more ideas about workshops.

SEE Nov/Dec. Young Children for proposal criteria or contact: NAEYC, 1834 Connecticut Ave., N.W., Washington, DC 20009 (800) 424-2460 or (202) 232-8777

DEADLINE: Postmarked by Friday, Feb. 1, 1985

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PARENT'S CORNER: A PARENT HANDOUT

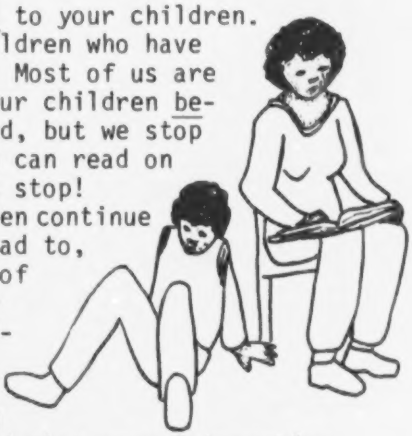
GETTING KIDS TO READ

Reading

What can you do to encourage your child to not only read more but really enjoy it?

1. Read and enjoy reading yourself. A 1983 study revealed that children whose parents value reading for enjoyment and for knowledge read more.

2. Read out loud to your children. This includes children who have learned to read. Most of us are sure to read to our children before they can read, but we stop when our children can read on their own. Don't stop! School-age children continue to enjoy being read to, especially books of interest that are beyond their reading level. This reinforces the idea that reading is pleasurable and that many interesting books are available as their reading skills increase.



3. Be sure your child has a library card. School-agers enjoy the independence of borrowing books on their own card. Make trips to the library a family affair.

4. Give books as gifts. Mysteries, joke books, space, sports, biographies are high on the list of books school-agers like to read.

5. Demonstrate your respect and value of books. Show your respect by how you handle books. Encourage your children to do the same.

CHECKING OUT TV

TV, Violence and Aggression

What are your children watching on TV? Maybe you or your children's teacher can tell just by watching their play. Children are acting out the TV programs in play. The "A-Team" is replayed in the block area as cars race and jump over block-constructed roads.

Two major concerns are to be considered:

1. A long term study has related aggressive behavior at 19 years of age to violence on TV programs watched at 8 years of age.

2. Watching aggressiveness and violence on TV contributes to a feeling of violence is all right or the "norm" - nothing to get excited or disturbed about whether on TV or in the real world. It seems to encourage a placidness in children - an acceptance of aggressiveness.

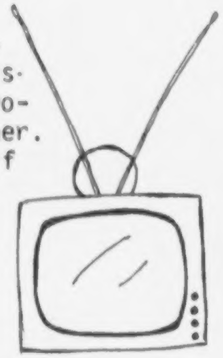
What are children watching? How much do they watch each day, each week? And how are they playing it out in the real world? Do they think hurting other people, animals and plant life and property is okay?

What can you do to intervene?

1. Know what your children are seeing on TV.

2. Forbid shows with violence and hurtful aggression.

3. Talk about what's happening on the program. Discuss your values on how people need to treat each other. Problem solve what to do if you witness someone being hurt.



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NEWS UPDATE

"EXCITEMENT" - REPORT ON 1984 NAEYC CONFERENCE

"Excitement"..."a certain enthusiasm not felt in other workshops"..."a feeling of togetherness"

These were phrases we heard describing the school-age child care workshops at the 1984 NAEYC (National Association for the Education of Young Children) Conference in Los Angeles in November. A record number of conferees attended the Conference. With over 400 early childhood workshops, this was the first time for a separate track on school-age child care - 16 workshops over two days. All were well attended in contrast to previous years which saw inconsistent attendance and attention to school-age care. Some workshops even overflowed into the halls. Representatives from school-based programs were often in the majority due to the large number of school system child care programs in California. This may have been one reason for the high attendance and interest in school-age care. Other reasons: California has always been a leader in the school-age field; the $35 million bill passed by the California legislature for school-age care but later vetoed by the Governor heightened interest and visibility; latchkey children and school-age child care have been the focus of increased national attention in 1984.(See our July/August issue)

Issues and Concerns - Liability and how to give independence to children while protecting them from possible harm was a concern....Transportation also was identified as a continual common problem with no magic solutions offered.

...Interest in "older kids" was expressed. The 4th-6th grade "older children" have become more numerous in traditional school-age programs. This seems to be a firm trend from what School Age NOTES has observed during the past year. The realization that these children need different programming brought out the "what do you do with them" questions.

...For the other "older kids," the early adolescents 10-15 years old, separate programs are developing. This appears to be the new frontier of school-age child care and is gaining more visibility.

...Quality staff - how to find them and keep them was a concern. Reasons for high staff turnover were cited as low pay, high stress, lack of training, little support, and few resources. Many programs and staff felt isolated; often literally detached from existing organizations and support services.

...Missing were any workshops on discipline and conflict resolution with school-agers. Also workshops on basic programming were scarce.

Bits and Pieces....United Ways are very interested in school-age care and several cities have initiated studies....YMCA's with over 900 child care programs see this as their fastest growth area.... Community education has put after school care as one of its top priorities.... "Latchkey" was the buzzword of 1984 - "latchkey children," "latchkey husbands," and "latchkey dogs," were discussed both seriously and facetiously in editorials, cartoons, and comic strips.

In summary the school-age track at NAEYC gave legitimacy to the field within the NAEYC community while providing school-age child care professionals an opportunity to join together to share ideas and common concerns.

****

Don't start sharpening your "grant writing pencils" yet! While the authorization bill for $24 million (over two years) for school facilities child care was signed by the President, the appropriation bill (the actual money) won't come up for debate until Spring. All new money programs face a gloomy future in view of Reagan's "belt tightening" talk.

RESOURCES!! RESOURCES!! RESOURCES!! RESOURCES!! RESOURCES!! RESOURCES!!

MULTICULTURAL-MULTILINGUAL

A seven page catalog of resources for caregivers and children on multicultural topics is available from Claudia's Caravan, P. O. Box 1582, Alameda CA 94501, (415 521-7871). Send 60¢ in stamps. Items from the catalog include:

Hands On Heritage - This resource book explores the cultures of China, Greece, Israel, Japan, Mexico, West Africa, and Native Americans. Introduces the arts, cooking, and recreation of each culture, as well as outlining a comprehensive multi-cultural program. $14.95

Color Me Brown - This activity book contains full-page portraits and accompanying poems for 29 prominent figures in Black history. (Ages 4-14). $3.50.

Children's Games from Many Lands - A resource book containing 258 games from countries in Africa, Asia, Europe and the Americas. (All ages.) $5.95.

Meet Martin Luther Jr. - This book details major events in the life of Martin Luther King Jr. Illustrated with actual photographs. Hardcover. (Ages 4-10). $5.95.

Black History Playing Cards - Playing card deck with 52 portraits of famous Black Americans. Booklet of biographies included. May also be used as flash cards. (Ages 4-adult). $3.95.

CHILD CARE EMPLOYEE

The Child Care Employee Project (CCEP) is a national clearinghouse devoted to improving working conditions through research, training, consultation, and distribution of a newsletter and other printed materials. Resources available from CCEP are described below. Order from CCEP, P. O. Box 5603, Berkeley CA 94705.

The Child Care Employee News - A quarterly newsletter filled with national news for and by child care workers. $5.00 for a one year subscription. Back issues available for $1.25 each.

Health and Safety for Child Care Workers - Includes materials on child care occupational hazards: cleaners, art materials, injuries, infectious diseases, pesticides, stress, burn-out, etc., and information on developing personnel policies relating to employee health and safety. $3.00.

Beyond "Just Working With Kids": Preparing Early Childhood Teachers to Advocate for Themselves and Others - A curriculum guide containing over 100 resources and activities to help child care workers become effective advocates for improving quality, status and working conditions in child care. $3.00 plus $.50 postage.

Individual handouts on the following topics available FREE: Enclose a self-addressed stamped envelope with your request. * Special Stresses of School-Age Child Care Work * Improving Substitute Policies * Break Policy * Health Coverage * Staff-Staff Relations

Managing the Media Maze: A Resource Guide for Child Advocates - A guide to help advocates make news, be heard & increase awareness about child care! Includes info & resources o planning an approach, med options, getting positive results and evaluating your efforts. $2.50 plus $.50 postage.

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	☐ *I Can Make a Rainbow*	Art Activities Book	12.95
	☐ *Amazing Days*	Activities and ideas for projects and themes	8.95
	☐ *Hug a Tree*	Outdoor Discovery Book	7.95
	☐ *Puddles and Wings and Grapevine Swings*	Nature Activities and Crafts Book	12.95
	☐ *What Would You Do If*	Kids Guide to First Aid	4.95
	☐ *Sticks & Stones & Ice Cream Cones*	Basic Crafts Book	7.95
	☐ *Come and Get It*	Kids Natural Foods Cookbook	5.95
	☐ *The BIG BOOK of Recipes for FUN*	Over 300 Basic Activities	12.95
	☐ *Super Snacks*	Over 165 recipes for nutritional snacks	3.95
	☐ *Cooperative Sports & Games Book*	Active sports & games everyone can play	6.95
	☐ *Kids' Kitchen Takeover*	120 ways kids cook - garden - experiment in the kitchen	6.95
	☐ *Creative Conflict Resolution*	More than 200 activities for keeping peace among school-agers	10.95
	☐ *School-Age Child Care: An Action Manual*	Resource for starting school-age care	14.95
	☐ *HALF A CHILDHOOD: Time for School-Age Child Care*	Overview of the families and practical solutions	7.95
	☐ *Kids America*	400 pages..of themes to complement regular activities	9.95

SEND ORDERS TO:

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Nashville, TN 37212

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RESOURCES RESOURCES

DRUG ABUSE POSTERS

Almost Free - Help for teaching schoolagers about drugs. Choose four posters for $1 from the following seven:

"He's a Good Reliable Friend" - *graphically warns about drug dealers*

"Reefer Madness?" - *info on marijuana*

"Be Careful What You Drop or Smoke"

"Sniffing Gunk (inhalants) Makes You Very Intelligent" - *shows picture of not-so-intelligent acting boy*

"Hi, Wanna Die?" - *about dangers of mixing drugs and alcohol*

"Wanted" - *depicts different kinds of drug dealers*

"DO IT NOW'S Believe It or Die" - *pictorial advice on drugs*

Mail $1.00, a stamped ($.80 postage), self-addressed 9 x 12 envelope and names of four posters to: DIN Foundation PO Box 5115, Phoenix AZ 85010.

INTERGENERATIONAL RESOURCES

The Teaching-Learning Communities Model, developed by New Age, Inc., uses elderly volunteers in child care programs. For guidelines and other materials write to:

NEW AGE, INC.
1212 Roosevelt
Ann Arbor MI 48104

"Young and Old Together": A Training Manual for Intergenerational Programs by Carol Seefeldt. This resource is available through university libraries and through the ERIC system (ERIC DOC. No. Ed 210 089). For more information on how to order:

ERIC Document Service
Microfilm International
P. O. Box 190
Arlington VA 22210

FREE CHILDREN'S BOOK

A Treasure Hunt - a children's story about old and young people learning from each other. Send request on a postcard to:

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* * *

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March
April
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Vol. V #4

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FEATURE

PLAN NOW FOR SUMMER

It's January. The temperature is 5° F with a wind chill factor of -25. The snow is six inches deep; the roads are covered with ice and snow. It may be warm and sunny in Southern California and Hawaii. But here in Tennessee it's difficult to think of, never mind plan for, the summer program. However if you are serious about providing summer care for school-agers, NOW is the time to start thinking, brainstorming, researching and planning. Below is a suggested schedule for what to do and when. Our thanks to Jack Wallace in Nashville, Ellen Montanari in Phoenix and Rudy Vanderburg in Oak Park, Illinois for sharing their ideas and years of experience with us. Please Note: although this schedule starts in January, planning for summer is an all-year affair. Jack Wallace recommends keeping a summer folder. File ideas for crafts, themes, field trips, special classes as you come across the new information. Ellen Montanari recommends that each school teacher begin a summer folder at the start of each school year. In it, go observations of special interests of individual children as well as crafts and other ideas good for summer. In the Spring, when intensive planning begins, much research has already been done and is ready.

SCHEDULE

JANUARY: Decide whether to have a summer program; decide the hours of care; decide how many children to serve and what ages and how to group the children.

Do a preliminary budget, including cost to parent.

FEBRUARY: Decide central themes, slant, direction, goals and philosophy of program. Use your summer folder: brainstorm on different levels: Directors and the Board, Director with the child care workers, Child care workers alone, Child care worker with children; Director with parents - Include everyone!

MARCH: Advertise and preregister participants. Send a newsletter or flyer to present participants and past summer participants plus any on your waiting list. You may wish for a completed application and a deposit by a certain date.

Arrange transportation for field trips. This may include writing a grant or exchanging/combining resource with another program. Working out a means of transportation often takes months. You can never start too early.

Decide major field trips that coincide with central themes. Make reservations for those that require prior notification. In areas and cities where several agencies will be providing summer care, competition for reservations can be fierce - especially for FREE field trips.

Arrange for specific classes - computer, gymnastics, swimming, horseback riding. Parents usually pay extra for these added "goodies".

APRIL:

Advertise, interview, and hire extra staff for summer program.

Plan inservice training, orientation.

Arrange for outside resource persons to participate in orientation/training:
Development ... Health and Safety ...
Dep't of Labor ... Conflict Resolution
Outdoor Sports/Games ... Arts and Crafts

MAY

Plan specific activities on week-by-week basis related to central themes/goals/ideas. Ellen Montanari recommends Resource Packets (put together by the Directors) containing background information on the topic, recommended resources for teachers, recommended books for children, directions on how to do related activities, recipes, information on related field trips to be given to teachers a month ahead of the time needed. In smaller programs, individual teachers (from the same program or from several different unrelated programs) could select and develop a Resource Packet to share with each other.

Send letter to parents about: starting and ending dates, details on policies, field trips, themes, lunch and snack, rest, and on medical information needed.

Order supplies and resources.

Meet with staff from other programs or agencies who share program space. At the Hephzibah Children's Assoc. in Oak Park, Illinois, four out of the five summer school-age program sites are in local public schools. School-age staff meet with the school business manager and the custodians to discuss potential problems before the program begins and before difficulties occur.

ONE OR TWO WEEKS BEFORE SUMMER PROGRAM BEGINS

Provide orientation and staff training. This is a time to explain or review the program's philosophy/goals and to cover topics such as safety rules on the playground, on field trips, on the van/bus; growth and development specific to school-agers; effective discipline techniques; ways to ease children into the already existing program, especially the shy and the overly aggressive child.

Make necessary changes in the physical environment. Rudy Vanderburg's program is closed one week before the summer program begins to allow for both staff training and environmental changes. Other programs (who cannot close) may choose to involve the children or use after-program hours.

THRU OUT THE SUMMER

Every two weeks, meet as a group for one to two hours for planning, evaluation and staff training.

2 WEEKS AFTER PROGRAM ENDS

Have an overall evaluation. Use this information in planning for next summer. Remember, planning for summer care is an all-year affair!

****

PRICE CHANGE

SCHOOL-AGE CHILD CARE: AN ACTION MANUAL is now $16.95 per copy. See page 14.

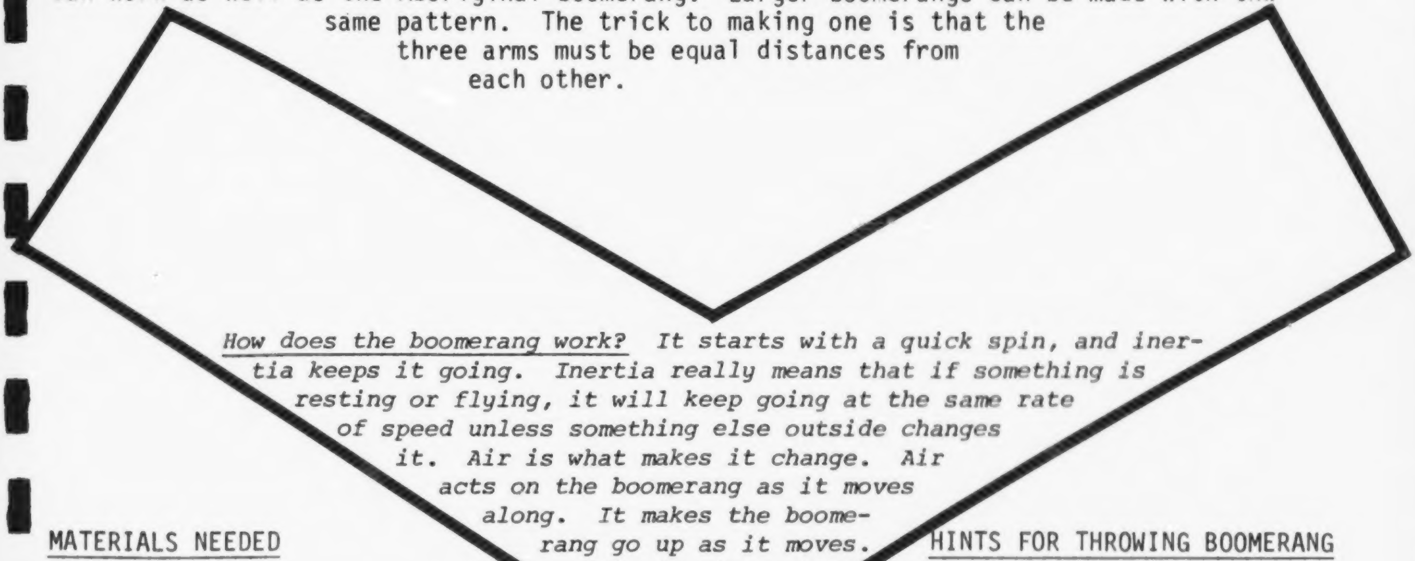
ACTIVITIES

BOOMERANG BOOMERANG BOOMERANG

Ask the children if they ever wished for another way to play catch with themselves other than throwing a ball up in the air and letting it fall back to them.

Tell them about the Aborigine boomerang. Show them Australia on a world map. Explain that the Aborigines (the people native to Australia) developed a special flat throwing stick (a boomerang) which comes back to the thrower. It takes great skill to make an Aborigine boomerang, a skill that must be learned and practiced.

With the "three-armed" boomerang on this page, they can make their own boomerang which can work as well as the Aboriginal boomerang. Larger boomerangs can be made with the same pattern. The trick to making one is that the three arms must be equal distances from each other.



How does the boomerang work? *It starts with a quick spin, and inertia keeps it going. Inertia really means that if something is resting or flying, it will keep going at the same rate of speed unless something else outside changes it. Air is what makes it change. Air acts on the boomerang as it moves along. It makes the boomerang go up as it moves. This is what makes it go in a big circle and come back to the thrower.*

MATERIALS NEEDED

strong grocery carton cardboard
ruler
pencil with eraser
scissors
book with hard cover
pattern or template of boomerang outline on this page (Heavy cardboard or plastic works well for this.

WHAT TO DO

Have the children:
* Trace the pattern onto heavy cardboard.
* Cut out the pattern.
* Throw boomerang.

HINTS FOR THROWING BOOMERANG

Practice over and over throwing the boomerang. It takes a lot of practice to get it to return.

Throw it with a quick flick of the wrist.

or

An easier way is to place the boomerang on a book with one arm hanging off the side. Tilt the book slightly upward. Now with the eraser end of a pencil give it a quick flick or tap. The boomerang should spin away from you - and then come back.

Contributed by Sally Goldberg, Grolier Educational Consultant.

FOR CAREGIVERS ONLY

A VERY SPECIAL PERSON

Ever wonder what kind of person you need to be to work with school-agers? The following characteristics were compiled from several resources. The underlying message in all the resources was that the job takes A Very Special Person.

* Stick-to-itiveness

* Able to facilitate, lead, stimulate ideas

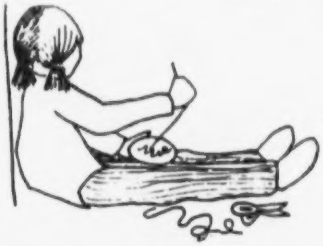
** Liking for and a real desire to work with school-agers - likes to participate with the children*

* Warm and caring

* Acceptance and respect of differences - School-agers come in all sizes, shapes, cultural and ethnic backgrounds.

** A sense of humor - This will help you enjoy the children as well as their many jokes.*

* Authoritative - able to share decision-making with children



* Fosters individuality

* Advocate - able to act as a link between child's school and parents

* Has special interests - hobbies, crafts which can be shared

** Fosters skills - Skill building mushrooms during the school-age years.*

* Resourceful - especially helpful in expanding the children's world into the many different aspects of the community

* Basic honesty - School-agers are quite perceptive in seeing through untruths.

* Has common sense - for survival purposes

* Patient

* Aware of needs of school-agers

** Sets reasonable and consistent limits. This is so important for school-agers.*

** Attentive, listens, available*

* May also need bookkeeping & maintenance skills - (Remember your sense of humor!)

CONFLICT RESOLUTION

"CUSSING"

Starting around two-years of age, children learn the power of "cuss" words. They use this power to their advantage at the most opportune moments for them and the most crucial or embarrassing for us. By the time children are 7 years of age, they have developed other reasons for swearing: habit (that it is part of their "normal" conversation); expression of anger, frustration and even joy; release of tension; or a request for attention. For whatever reasons school-agers use unwanted, undesirable language, most child care workers must deal with helping school-agers eliminate the use of it, at least within the program.

WHAT TO DO:

* Accept the fact that working with school-agers involves dealing with swearing. Acceptance of this fact does not mean allowing or condoning the use of offensive language. Acceptance means being aware that school-agers do and will swear. Acceptance means being matter-of-fact in dealing with a behavior that is not okay in the program.

* Make a rule -- "Avoid using swear words or offensive language." Decide, as a group, on a consequence for those who break the rule.

* Ignore offensive language whenever possible. Focus on another behavior of that child or of another child. Diminish the power of swearing by not giving it your attention.

* As a group, discuss swearing: who does it? where? why? Is it ever okay? when? why?

* Retire a word. As a group, pick a word or phrase that is temporarily (for a day or week) or permanently banned from use. Words or phrases that are irritating but not offensive or not obscene may also be chosen to "retire."

* Confront the child directly (but privately). Survival Kit for Teachers and Parents[1] recommends that the child be told that you've heard such language before and that you'd really prefer a new and more exiting approach to communicating. This lets the child know you are knowledgeable of swear words, that you are not overwhelmed or shocked by their use. It, therefore, diminishes the child's power of using the swear words over you.

* Devise a check list for individual children to keep track of each morning and afternoon that they use acceptable language (check marks, stickers, stars, or special ink stamps may be used as a mark of success.) This provides a structure for systemmatically recognizing and rewarding small successes. This technique would be especially helpful for children who are having more difficulty eliminating offensive words from their everyday vocabulary.

* Lastly, as has been said before, focus on the positive behaviors of the child. This will help reinforce and bolster a positive self-concept which in turn will reduce the need for such negative attention seeking behavior as swearing.

---

1. *Survival Kit for Teachers and Parents by Myrtle and Dwane Collins*

+++

OOPS!

Rosa Park's historic refusal to relinquish her bus seat to a white person took place in Montgomery, Alabama (not Birmingham as was printed in the January/February '85 issue of School Age Notes).

DEVELOPMENTAL NOTES

FEELING MAD, SAD, BAD

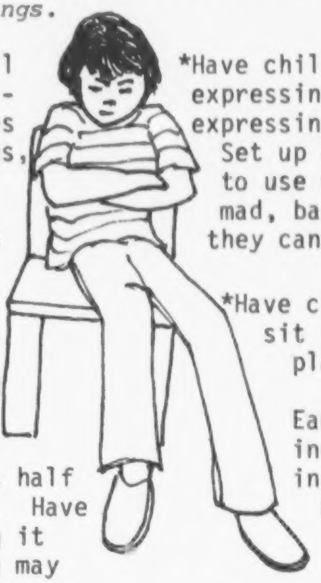
Seth's best friend Shawn has moved to another town. Tears threaten to spill out as he talks about saying goodbye to Shawn.

Brian's dog was killed by a car last night. He sits around not wanting to do anything.

From time to time, all of us experience genuine feelings of being sad. Often these feelings are mixed up with other emotions, particularly anger, disappointment, resentment, jealousy and regret.

As child care professionals, we strive to provide environments where children are happy. Sometimes we equate our doing a good job with how happy the children are while in the program. However, children need to know that their other feelings (often labeled "negative") are okay. They often need to be taught recognition of these feelings and appropriate/helpful ways to express those feelings.

Suggested activities follow which can help children recognize, express and work through sad or disappointed or jealous feelings.



*Spread out on large table or on wall many drawings, photos, magazine pictures, posters of people whose bodies and faces express different feelings, including many sad ones.

Have children identify sad pictures and talk about how you know the person is sad. Discuss what the person might be sad about.

*Make a list of sad times, including what makes you sad.

*Read one of the recommended stories half way through to a group of children. Have children finish the story by acting it out. Then discuss the ending. You may want to divide the group into two groups who perform for each other.

LOSING YOUR BEST FRIEND. C Bergstrom. N.Y.: Human Science Press.

ALL ALONE WITH DADDY. J. Fassler. N.Y.: Human Science Press.

NANA UPSTAIRS, NANA DOWNSTAIRS. DePaola. New Jersey: Putnam, 1973.

FEELING MAD, FEELING SAD, FEELING BAD, FEELING GLAD. A. McGovern. Magic Circle Press, 1977.

*Have children make a finger painting expressing how they feel when sad or expressing how they feel right now. Set up a separate area for children to use when they are feeling sad, mad, bad. Have special area where they can display drawings.

*Have children (5 to 10 participants) sit in circle (on floor, chairs, playground).

Each child takes a turn expressing his/her concept of the feeling sad through a body pose. Hold pose for one or two minutes.

After each person has "posed" discuss differences in poses.

Variations can include body movements to music, singing, choosing a song or tune, or having one person express the feeling through voice tone, pose, gestures and then have each group imitate that expression.

This article is based on ideas in "Tell Me How You Feel ..." and "FEELINGS ..."

See p. 16 for details on these books.

IDEAS IDEAS IDEAS

SPECIAL DAYS IN MARCH AND APRIL

March 6 - Michaelangelo's Birthday

Celebrate by painting and then matte-framing the picture

March 8 - International Women's Day

Women's History Week is March 3-9th. See Jan/Feb issue for ideas.

March 10 - Harriet Tubman Day

Hold a mock election

March 17 - St. Patrick's Day

Make shamrocks out of felt ... Bake shamrock cookies

April 11 - Jackie Robinson Day

Anyone for baseball?

April 2 - International Children's Book Day

Read books about children in other countries ... Check with local libraries for special events ... design and make personal book plates - See AMAZING DAYS (April 2) for instructions

April 22 - Arbor Day

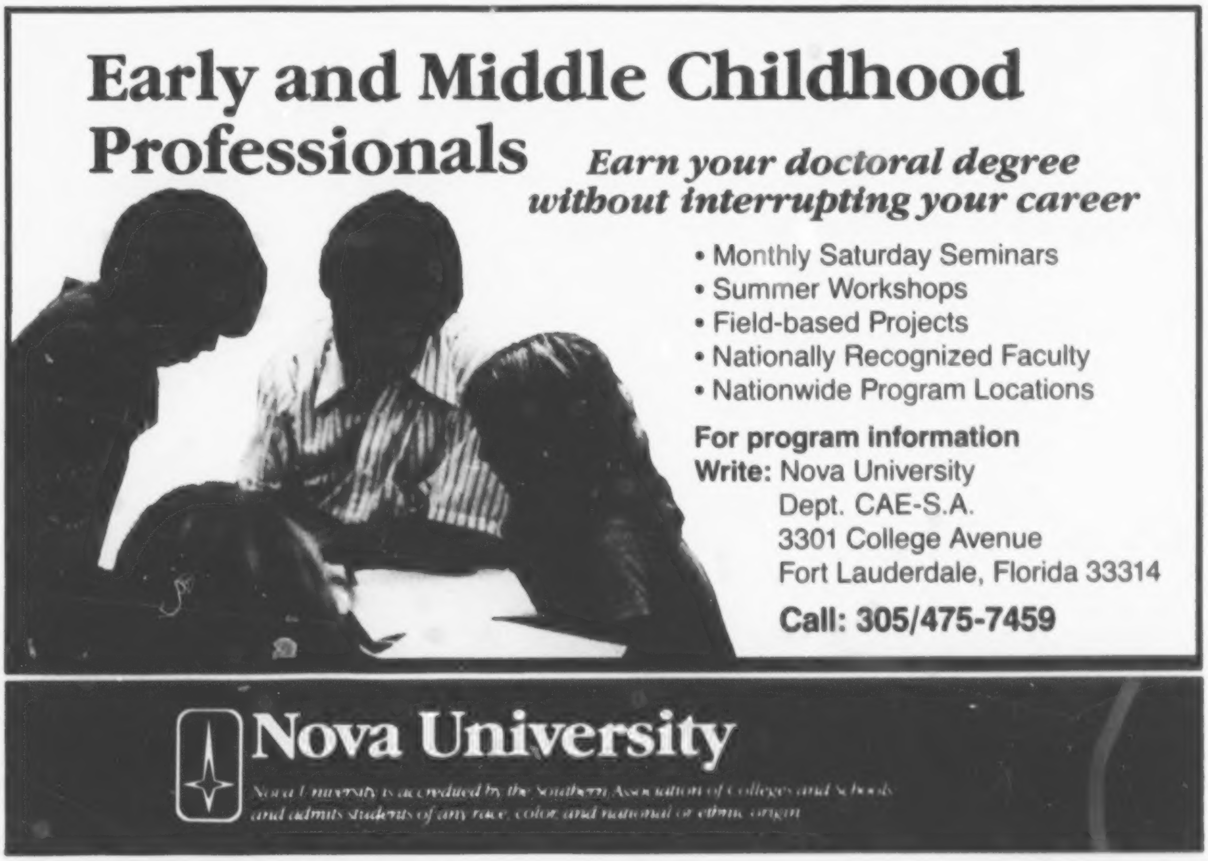
Plant a tree

April 28 - Spring Gardening Day

See the many ideas on pages 9 and 15

************* NEXT MONTH*******************

1,000 attend School-Age Conference in San Francisco on February 2nd. Hear MORE about one of the largest after school conferences ever. SEE the MAY/JUNE issue!



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HEALTH & SAFETY

WASH YOUR HANDS!

The Number One way to reduce the transmission of infections is careful, consistent handwashing. This means after every bathroom use, before every meal, before every food preparation and after coughing and sneezing.

HINTS for Effective Handwashing:

** Use soap in a dispenser. Cake soap becomes contaminated and serves as a source of infection.

** Shut water off using a clean paper towel, instead of with bare hands. Paper towels prevent germs on the faucet handles from recontaminating clean, washed hands.

Better yet, use foot controlled water faucets, as is often required in commercial kitchens.

** Use a covered trash receptacle with a foot controlled lid. This keeps dirty paper towels in a controlled space. It also eliminates the need to touch the lid with bare hands.

ART MATERIALS TO BE AVOIDED BY CHILDREN AND THEIR CAREGIVERS

SUBSTANCE	SUBSTITUTE
Clay in dry form. Powder contains silica which is easily inhaled and harmful to the lungs	Wet clay -- can't be inhaled.
Glazes that contain lead	Poster paints
Solvents such as turpentine	Water-based paints
Dyes, cold water or commercial with chemical additives	Vegetable dyes, e.g. onion skins
Permanent Markers may contain toxic solvents	Water-based markers
Instant Paper Maches may contain lead or asbestos	Black and white newspaper and library paste
Epoxy Instant Glues or other solvent based glues	Water-based white glue or library paste
Powdered Tempera paints	Use liquid paint or be sure to use non-toxic paints. Always mix well in a well ventilated area, preferably with a painter's mask.

Excerpted from Art Hazard Information Center Factsheet
5 Beekham St., NewYork, New York 10038

ACTIVITIES

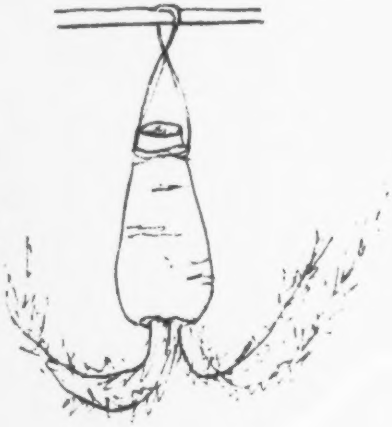
GARDENING - NOW AND DURING SUMMER

Here are some ideas related to helping children learn more about land, about soil, water, sun, bugs, flowers, vegetables and other green stuff. All of these ideas can be done independent of each other or in preparation for a summer garden.

- * Have the children order seed catalogs from several companies (Burpee and Park Seed are two popular companies.) The kids can look thru the catalogs, choosing what flowers and vegetables they'd like to grow. Help the children find out what grows best in your area.
- * Visit a full-line plant & garden nursey or feed store. Find out about tools, soil additives, seeds/plants, and fertilizers.
- * Arrange a visit to your local Agricultural Center. Bring a sample of soil to be tested. What nutrients are missing? How do you replace those missing nutrients? You may want a representative to visit your site to discuss the best spot for your garden.
- * Start seedlings indoors.
- * Sprout a plant.
- * Plan a garden on paper. Teach the kids to draw it to scale on graph paper.

No suitable spot? Not enough land? No summer program? Alternatives to providing gardening experiences when limitations exist are:

- * Grow plants indoors in big tubs.
- * Cooperate with another agency (community center, church, senior citizen center, or even a private home) or with another person (volunteer, board member, parent) to work on a garden together. Be honest with what you can contribute and what you can not. Decide who will do what and how. Decide how you will share the garden bounty.
- * Grow seedlings at the program for children to plant at home. Be sure to find out, put in writing and send home instructions on how to plant and care for seedlings.
- * Plant fruits, vegetables, flowers that will bloom and mature before summer begins. You can speed this process by using a miniature greenhouse indoors.



HANGING VEGETABLE GARDEN

Materials needed: Carrots
Turnips
Beets
Sharp knife
Apple corer
Strong string

What to do:

1. Cut 1-2" off end of large carrot, turnip or beet.
2. With apple corer, hollow out 2" deep into cut surface of vegetable.
3. Put 2 holes on either side of hollowed out end. Put string thru holes.
4. Hang vegetable in window that gets good amount of sun.
5. Fill hollow with water.
6. Vegetable will sprout leaves very soon. Remember to keep water in hollow.

ACTIVITIES

DRAFT FINDERS

Draft finders can be used to increase school-agers understanding of energy: hot air rises to the top of a room, cold air sinks toward the floor. Therefore, are second floor apartments warmer or colder in the cold seasons? How can we prevent drafts? What materials can we use? How does stopping drafts conserve energy? Plan a field trip to the local hardware store to look at various types of caulking, stripping and other insulators.

Please note: the draftometer is best for detecting small drafts in windows and doors which could be sealed better. The draft detector is best used to demonstrate that warm air rises and cold air falls. A hefty draft is needed to make the draft detector move.

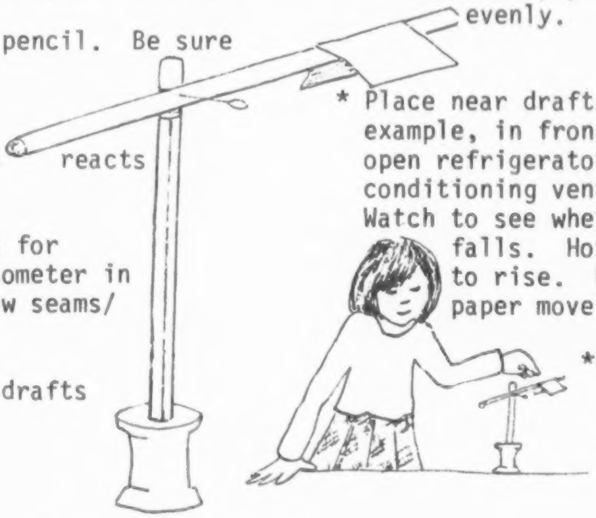
DRAFTOMETER[1]

Materials needed:

Plastic food wrap
Cellophane or masking tape
Long, unsharpened pencil

What to do:

* Cut a strip of plastic wrap (5" x 10").
* Tape plastic to end of pencil. Be sure plastic hangs freely.
* Blow plastic gently. Observe how the plastic reacts to your breath.
* Check windows and doors for drafts by holding draftometer in front of door and window seams/cracks.
* Take steps to have any drafts sealed off.



DRAFT DETECTOR[2]

Materials needed:

pieces of paper (2½" x 1½"), folded in half
paper or plastic straws**
unsharpened pencil with eraser end
common pins
white glue or cellophane tape
empty thread spools or clay
paper clips

What to do:

* Place unsharpened end of pencil into hole of empty spool or clump of clay. The empty spool or clay acts as a sturdy base.
* Using one common pin, attach mid-section of straw to eraser end of pencil. Straw needs to move up and down easily. Enlarge hole by common pin to increase flexibility/movement of plastic straws.
* Paste folded paper to one end of straw. Use glue for paper straws. Use tape for plastic straws (glue will not stick to plastic straws).
* Place a paper clip to opposite end of straw. Move paper clip to balance straw evenly.
* Place near drafts of warm or cold air. For example, in front of open window or door, open refrigerator, over heat, or air-conditioning vent, over lighted lamp. Watch to see whether the paper rises or falls. Hot air will cause the paper to rise. Cold air will make the paper move downward.

**NOTE: a piece of paper (8-9" long) folded over 3 or 4 times to make it ½" wide can be used instead of a straw.

---

1. from Girl Scout Badges and Signs available from Girl Scouts of the U.S.A.

2. from The Science Book by Sara Stein

ADMINISTRATIVE NOTES

WEEK OF THE YOUNG CHILD -- APRIL 7-15, 1985

CELEBRATE CHILDREN by

Displaying WOYC Balloons - 50/$5
Wearing WOYC Buttons - 50/$12
Displaying WOYC Posters - 10/$5
Distributing WOYC Flyers - 100/$5
Using WOYC Artwork logos - 2 sheets/$1

DEMONSTRATE HOW CHILDREN GROW AND LEARN by

* Displaying works of school-age children, that is, paintings, pottery, batiking, woodworking, cooking

* Displaying photos of children in different activities such as field trips, games, sports.

* Inviting parents to a special function (supper, play, skating party, music, etc.) that is planned, organized and performed by school-agers.

ADVOCATE FOR CHILDREN'S RIGHTS AND NEEDS by

* Calling newspapers, radio and TV stations to inform them of your program, and what it does for children and of the need for school-age child care.

* Inviting parents and community persons to visit your Program - then selling them on its importance.

Contact your local or state association for the Education of Young Children for special plans in your area.

Balloons, buttons, artwork logos, and posters are available from: National Association for the Education of Young Children, 1834 Connecticut Ave., N.W., Washington DC 20009, 1-(800)-424-2460.

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ADMINISTRATIVE NOTES

SCHOOL-AGE GRANTS AWARDED

Last fall, several Federal HHS discretionary grants were awarded for projects that involve school-age child care or address the problem of "latchkey" children. Many of these projects are research-oriented. However, one of the grants provides community organization and technical assistance to the Atlanta (GA) community. This 17 month, $17,000 project was awarded to the Child Care Support Center of the Save The Children Foundation.

The project has formed a school-age task force with representatives from churches, schools and various youth services agencies (Boy's Clubs, Y's, child care centers) and are interested in:

-- compiling an information and referral list of available school-age child care,

-- promoting more summer school-age programs

-- educating the community on the need for school-age child care,

-- studying and recommending changes in licensing standards for school-age care,

-- developing a parent brochure on choosing school-age child care and on self-care information,

-- providing training and technical assistance. A conference is planned for this Spring.

-- developing a network of school-age family day homes which are connected to an individual school.

For more information about the grant and the Spring conference, contact:

Child Care Support Center
Save The Children
1182 West Peachtree St NW Suite 209
Atlanta, Georgia 30309
Phone: (404) 885-1578

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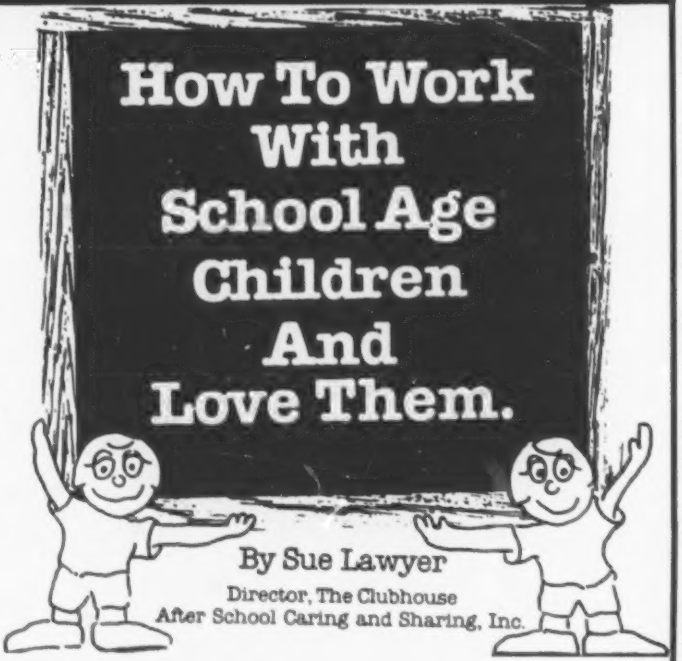
—**Carol Sherman,** Director, Ave Maria House, St. Francis Hospital

"Children who have been in school all day need care that is 'living normally'.
"But still there needs to be somebody to report to . . . These children have a great need for supervision, a firm hand, somebody who knows where they are every minute . . . There are a few places like that. One, in Oklahoma, (is) called The Clubhouse."
—**Gertrude Hoffman,** "The Dean of Day Care" recently retired from the Federal Administration for Public Services, quoted in **Day Care and Early Education,** Spring, 1980



The Clubhouse
1906 S. Boston Ave.
Tulsa, Oklahoma 74119
(918) 582-5899

Yes! I want to know **How To Work With School Age Children and Love Them** in time For Summer. Enclosed is $16.95, plus $2.50 for shipping and handling, for each copy I order.

RESOURCES ORDER FORM

ACTIVITIES

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☐	Amazing Days.....Something fun to celebrate for each day of the year	8.95
☐	Sticks & Stones & Ice Cream Cones......Basic crafts book	8.95
☐	The BIG BOOK of Recipes for Fun.........Over 300 basic activities	12.95
☐	Hug a Tree.........Outdoor discovery book	7.95
☐	Kids' Kitchen Takeover.....120 ways kids cook - garden - experiment in the kitchen	6.95

CHILD GUIDANCE AND RELATED ACTIVITIES

** NEW ** ☐	Please Don't Sit on the Kids: Alternatives to Punitive Discipline by Clare Cherry Excellent resource for group management and individual guidance skills. Many examples of typical problems, situations, and their solutions. Includes alternative discipline methods. 184 pages	8.95
** NEW ** ☐	Survival Kit for Teachers & Parents by Collins & Collins Covers over 300 specific behaviors from abrasiveness and lying to tattling and withdrawn children with 1000 concise and specific solutions - Can be used to reinforce already known (but forgotten) information as well as an introduction to new ways of handling problems. Appendix includes information on many helpful techniques and resources. 223 pages	11.95
** NEW ** ☐	Self-Esteem: A Classroom Affair - Volume I by Borba & Borba	8.95
** NEW ** ☐	Self-Esteem: A Classroom Affair - Volume 2 by Borba & Borba Each volume includes hundreds of activities for helping children like themselves. Reproducible activity pages are included.	8.95
☐	Cooperative Sports & Games Book (Volume 1) by Terry Orlick	6.95
** NEW ** ☐	Volume 2 Cooperative Sports & Games Book by Terry Orlick More Challenge without Competition - Both volumes include active sports & games that everyone can play "without the hurt of losing."	8.95
☐	Creative Conflict Resolution...More than 200 activities for keeping peace among kids	10.95

COOKING

☐	Come and Get It by Kathleen Baxter....A natural foods and snacks cookbook for KIDS	5.95
☐	Super Snacks by Jean Warren....Over 165 recipes for nutritious snacks	3.95

SEE OTHER SIDE FOR MORE NEW BOOKS

RESOURCES ORDER FORM

con't from other side

SCHOOL-AGE CHILD CARE

☐ HALF A CHILDHOOD: Time for School-Age Child Care by Bender, Elder, & Flatter.............7.95
Describes the families and children, their needs, solutions, developmental aspects, and program and curriculum development. Learn how to plan for growth, discovery and enrichment while providing a home-like atmosphere. Over 500 activity and equipment suggestions to enrich your day-to-day programming. 107 pages

☐ School-Age Child Care: An Action Manual by the School-Age Child Care Project............16.95
For communities and agencies interested in organizing school-age care. Topics focus on starting and managing programs and include curriculum development, budgeting, personnel issues, policy-making, etc. (NOT an activities book.) 486 pages

** NEW ** ☐ School-Age Child Care: A Policy Report by the School-Age Child Care Project.............10.00
The Project authors, Seligson, Genser, Gannett, & Gray, review what is known about school-age child care, including history, current trends, effects of self-care, public school involvement, financing, regulations, and policy recommendations. 76 pages

PARENT RESOURCES AND ADMINISTRATION

** NEW ** ☐ School's Out - Now What? by Joan Bergstrom..10.95
Offers parents creative choices for their children's out-of-school hours. Includes developmental information to guide parental decisions. Covers chores, TV, reading, responsibility, homework, activities, and household safety. Complete list of books and magazines for school-agers and resources for parents of school-agers. Over 300 pages

** NEW ** ☐ Survival Kit for Directors by the Early Childhood Directors Association..................5.95
Over 75 practical solutions to common problems in day care such as low morale, scheduling substitutes, fee collection, unevenly balanced workloads, A.M.-P.M. staff communications, dull snack menus.

HEALTH & SAFETY

** NEW ** ☐ A Sigh of Relief: The First-Aid Handbook for Childhood Emergencies by Martin Green.......12.95
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** NEW ** ☐ Blood & Guts by Linda Allison...6.95
65 "activities" designed to help children learn more about their bodies. Good for developing science units and themes. 127 pages

☐ A Kids' Guide to First-Aid: What Would You Do If...? by Lory Freeman.....................4.95
Simple 1-2-3 "how-to" info for handling first-aid and emergency situations without adult help - from simple nosebleeds to serious accidents. Ideal for kids' first-aid course.

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Project Learning Tree conducts workshops and provides curriculum guides to adults working with school-age and high school children in 35 different states. Their purpose is to increase the environmental awareness of children ... from understanding the interrelatness among all living things to the impact of the decisions we make in our daily lives. Activity Guides contain 177 activities plus lists of related books, articles, films, pamphlets, and games.

To obtain information on attending workshops and receiving FREE activity guides, write or call:

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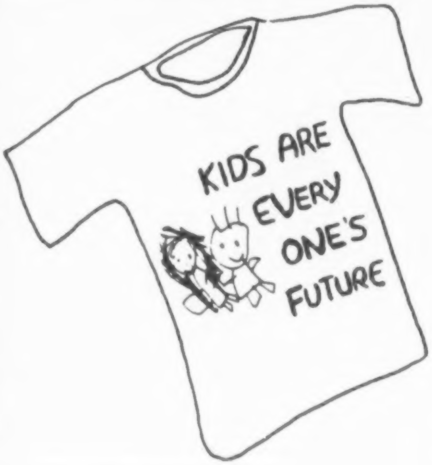
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RESOURCES

SCHOOL AGE CONFERENCE

Regional Training Conference for School-Age Child Care Directors & Teachers

Date:	May 29-31, 1985
Location:	University of Rhode Island, Kingston, Rhode Island
Sponsored by:	School-Age Child Care Project
Cost:	$150 per person, includes all meals (2 breakfasts, 2 lunches, and banquet dinner), and complete conference materials.

Over 30 sessions on Child Development, Designing and Operating Programs, and Parent and Staff Relations will be offered during this 2-day conference. Conference will include participants from Massachusetts, Rhode Island, Connecticut, New Jersey, and New York. For further information, call:

Ellen Gannett, School-Age Child Care Project (617) 431-1453

RESOURCES

FREE RESOURCE

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Includes filmstrip, script and educational package. Limited quantities. Be sure to indicate you are an educational program for children. Write or call:

Reynolds Wrap Kitchens
Reynolds Metals Co.
Richmond, VA 23261
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OTHER RESOURCES

"TELL ME HOW YOU FEEL ... Creating an Awareness of Emotions in a Day Care Setting" by Cathy Schmidt and Helen M. Harvey, Fairfax County Office for Children, School Age Child Care, Fairfax, VA.
$2 plus $1(shipping)

FEELINGS, Understanding Our Feelings of Sadness, Happiness, Love and Loneliness (Order #GA 276) by Mary Anne McElmurry, Good Apple Inc., Box 299, Carthage, IL 62321.
1-800-435-7234
Price: $6.95 plus $1.50(shipping)

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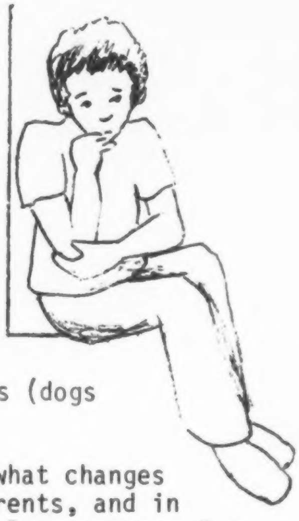
FEATURE

WHO'S AFRAID OF THE BIG BAD WOLF?

NOT ME! NOT ME! NOT ME!

Well, maybe not the big bad wolf, but how about being home alone, giving oral reports, and snakes?



As previously reported in the Nov/Dec'84 issue of School-Age NOTES and in Wellesley's Fall 1984 "SACC Newsletter," Sprint magazine asked its over 250,000 4th, 5th and 6th grade readers to write a theme on: "Think of a situation that is scary to you. How do you handle your fear?" Five thousand (approximately 70% of responses received) wrote about being at home alone (mostly after school while parents were working). The second and third fears were getting up in front of class to give a report and animals (dogs and snakes).

In a 1980 study, John Partington asked children what changes they would suggest in playing sports, in improving parents, and in other children. The answers he received indicated a clear concern for the quality of their social environment. The children did not ask for bigger and better equipment but instead for less violence, fighting and kicking and more cooperation and playing for fun in sports. They wanted parents to listen and understand more and parents who were willing to allow them more control of their own lives. They wanted other children to be happier, friendlier, and more understanding. (cited in The Second Cooperative Sports and Games Book, p. 190)

From the informal Sprint report, the Partington study and our own observations, school agers' fears and concerns center on real, tangible, potentially dangerous, uncomfortable and embarrassing situations. Fears of school-agers are said to be more of the learned response conditioning type. This means many of these fears can be unlearned or at least diminished.

We may not be able to completely eliminate kicking, hitting, yelling in games, other children being "mean" or unfriendly, parents not listening or pulling "power plays" or children being left alone. However, we can teach children to conquer and cope with fears.

How?

Helping school-agers cope with fear includes three basic tactics: COMMUNICATION, PRACTICE and EXPERIENCE.

COMMUNICATION

Talk

Teach children that fear is a useful feeling. Fear alerts a person to possible danger and provides an opportunity to prepare for handling that danger.

Listen

Allow children to express their fears in an atmosphere of acceptance - without being ridiculed, belittled, or chastised. Have talk groups where children can express current fears - particularly from recent TV programs or movies.

Read

Read stories aloud and provide books for children about being afraid. Create your own stories if you are unable to find one to fit the situation.

Write

Children can write plays, letters, journals about being afraid of something.

Be a model.

As always, child care workers need to model expected and hoped for behaviors. Talk about your fears. Talk about how you handle them. Let them know adults also have fears.

For example: Nine-year-old Raoul is apprehensive about being the emcee for the Flag Day Picnic.

(1) Let him talk about how much he's scared. This talking often lessens much of the fear.

(2) With a group of children, have him write a story about a child who had to give a book report in front of the class.

(3) Help Raoul to write down - to plan in writing - what he will do and say as emcee.

PRACTICE

Provide opportunities for a child to practice a skill or performance in as low-threat a situation as possible. This can be through role-playing, alone, in front of a mirror, or in front of a small, safe audience.

Ex. Raoul can practice his emcee role in front of the mirror in the bathroom. When he feels more confident, three of his trusted peers plus an adult can be his safe audience. Note: A safe, practice audience needs to give both positive feedback and helpful criticism to help make the real performance go well.

EXPERIENCE

Successfully performing or handling a dreaded event will often lessen the fear connected with it. That is, the more times Raoul successfully MC's a party or delivers a speech, the more his fear of that type of activity decreases. The more times six-year-old Jennifer kicks the soccer ball across the field, the more confident she becomes in playing soccer and the less afraid she is of failing. The more five-year-old Tania sees pictures of snakes, touches the dead snake skin, and sees the other children and adults touch a live snake, the less afraid she'll be of touching and being around snakes.

Note: See March/April '85 issue for resources and article on expressing feelings.

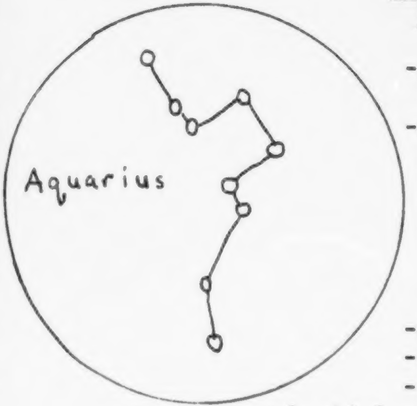
Other alternatives for coping with fears include:

1. Avoid the triggering situation. For example, if watching late night movies makes you too scared to sleep at night, stop watching them. This can be said for school-agers who are home alone. They need to stop being left home alone.
2. Distraction. Play soothing music or a quiet game at the end of the day when 2 or 3 children are the last to be picked up and are beginning to be afraid they have been forgotten.
3. Humor. Making light of some scary situations can relieve tension and induce more relaxed, less fearful reactions.

by Bonnie S. Johnson, M.S.
Child Development Specialist

ACTIVITIES

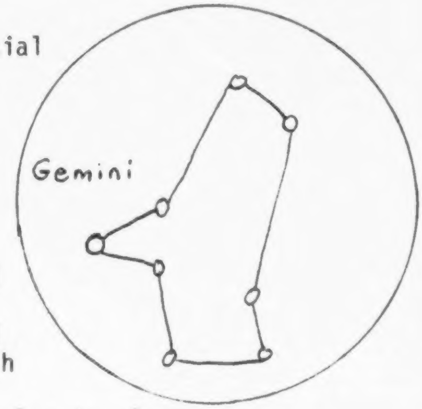
STAR GAZING



MATERIALS NEEDED:

- -plain white paper
- -empty, clean frozen juice cans with both ends removed
- -sharp nails
- -white glue
- -scissors
- -flashlight
- -celestial star patterns

WHAT TO DO:



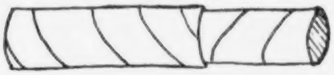
- Choose celestial pattern
- Cover juice can with plain paper - decorate as desired
- Cover one end of can with celestial pattern - glue in place.
- Poke holes in celestial pattern at star points, using sharp nail or pencil.
- In a darkened room, shine flashlight through open end of juice can onto light-colored wall or ceiling. Enjoy your "creation."

Variation: Draw celestial pattern on room shade, make holes, let sun shine through shade to see stars bright during day.

MAKE YOUR OWN TELESCOPE*

WHAT'S NEEDED:

two cardboard tubes (mailing tubes work great - needs to be stiff cardboard)
Two lenses (from old camera or magnifying glass or buy at store)
glue



WHAT TO DO:

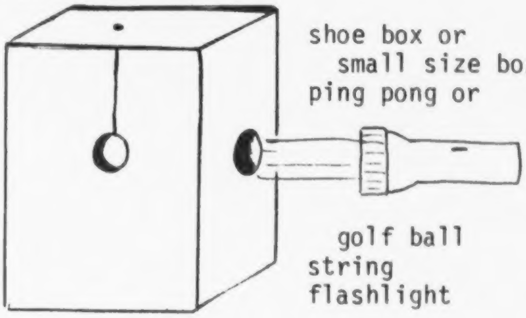
1. Fit one tube snugly inside the other.
2. Attach one lens to each open end.
3. Have fun looking at your world thru your own telescope.

CAUTION: AVOID LOOKING AT SUN WITH YOUR TELESCOPE - can damage your eyes.

adapted from Creative Sciencing by Devito & Krockover, Little, Brown Co.

MOON PHASE BOX*

WHAT'S NEEDED:



shoe box or small size box
ping pong or golf ball
string
flashlight

WHAT TO DO:

1. Suspend ping pong ball from top of shoe box.
2. Cut a hole in one end of box for light from flashlight to shine into box.
3. Cut viewing (small- 1") holes in all four sides of box.
4. With light shining (the sun) into box, look (from earth) through each viewing hole to see the different phases of the moon (the ping pong ball).
5. Talk about: under what conditions we see the full moon, half moon or new moon?

ACTIVITIES

SUNBURSTS

Can you pop a balloon without touching it? Players discover the secret of doing this and make a big splash as well.

WHAT'S NEEDED:

a balloon for each player (Be sure to have extra balloons on hand.)
magnifying glass for each group
string
stop watch for each group
a wall or fence on a sunny day

WHAT TO DO:

1. Have each player inflate and tie a balloon. For added drama, have players fill balloons one-fourth full of water.

2. Divide children into groups of three. Attach their balloons to a wall or fence with string.

3. Give each group a magnifying glass. The object of the game is to burn a hole in the balloons with the intense beam of light created by a magnified sun ray. Use a stop watch to clock how long it takes each of their balloons to burst.

4. After each group has burst their quota of balloons (or as many as they desired) talk about:
   How does the sun make the balloons burst?
   How does the magnifying glass help?
   What differences in the balloons affect how long it would take to burst? (size of balloon, thinness/thickness of balloon wall, defects in the balloon, quantity of water, temperature of water, the angle of the magnified sun ray)

This is great fun on a hot day when children and adults enjoy getting wet.

Adapted from Outrageous Outdoor Games Book.

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CONFLICT RESOLUTION

CAN YOU CARRY IT?

Every summer, a brave child care worker decides to take the school-agers on an overnight camping trip. And every summer at least one (if not more) school-ager packs every possession she owns for the trip. The scene goes like this: Child care worker to school-agers: "Pack only enough for one night, and only what you can carry. We'll be hiking half a mile from where we park the van and it's all uphill!"

On the day of the overnight, Jasmine, age ten, arrives with two suitcases, one duffel bag, one backpack, and two paper bags. "Jasmine," cautions the still brave but now amazed child care worker, "remember you have to carry all that half a mile uphill. Everyone has to carry their own stuff. You'd better leave some of that here." At that, Jasmine wails, "I can't. I need everything." Brave, amazed but naively sweet child care worker says, "Okay, Jasmine, but remember you have to carry it all yourself."

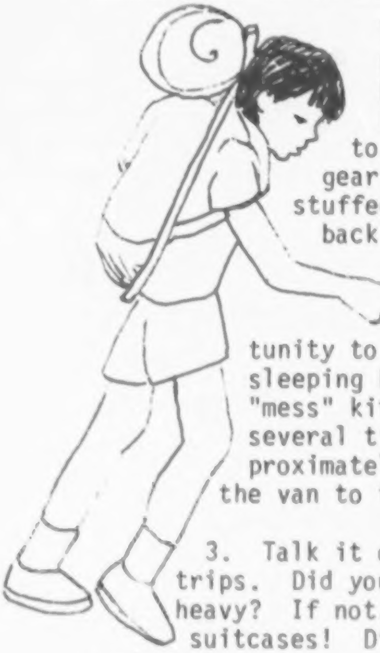
As you can guess by now, Jasmine can be seen struggling with her possessions, wailing for someone to help her, refusing to take one more step, crying to go home, and creating misery for herself and others.

Is there any way around this ever recurring problem scene? YES!

ACT IT OUT

School-agers learn best by doing. Therefore a mock trip to the campsite can help school-agers to know how much they can carry or how much is too much.

HOW TO DO A MOCK TRIP



1. Collect several pillows, sleeping bags, old suitcases (filled with books to equal weight of camp gear), "mess" kit, and stuffed dufflebags and back packs.

2. Give each child the opportunity to carry a pillow, sleeping bag, suitcase and "mess" kit around the room several times (equal to approximately the distance from the van to the campsite.)

3. Talk it out after the mock trips. Did you get tired? Was it heavy? If not, try carrying two suitcases! Did you wish someone could help carry your things? How much can you carry by yourself?

School-agers may now be prepared to make a list of things they will need. This list can be carried home to help in packing and brought to camp for checking off belongings when going home. The list helps limit but also serves as a reminder for essential items. (If you feel it helpful, another list can be made of the things to be left at home. Ex. teddy bears, radios, gum...)

This mock trip idea can be used in other situations where school-agers need the actual doing of the experience to understand what will and won't work. As people move into adolescence and adulthood, they often can do "mock" trips in their heads to figure out what works, but school-agers need the concreteness - the actual doing - to understand.

Try "mock" experiences for expected behavior on field trips to museums or theatres, or for preparation for emergencies such as fires.

EMPLOYER SUPPORTED CHILD CARE

CORPORATE INVOLVEMENT IN SCHOOL-AGE CHILD CARE - PART I

Although those employers involved with school-age care are a small percentage of the 1,500 companies presently assisting workers with child care needs, employer-supported school-age care may still be an avenue of revenue for your program.

Latest figures released by The Conference Board in New York show 1,850 U.S. companies out of six million are helping employees with their child care needs. As reported in USA Today, after school care is subsidized by 50 companies. In addition, on-site, off-site child care centers (which may include school-age children) are sponsored by 550 employers, of which 400 are hospitals and 30 are public agencies. Also, 900 companies provide direct financial assistance to employees for their day care expenses. Donations to child care programs and parent education seminars are provided by an estimated 500 to 1,000 companies. "More companies realize that to ignore family concerns is to ignore the predominant concern of their work force," says Dana Friedman in USA Today.

The following is based on a panel presentation at the National Conference on Latchkey Children held in Boston last May.

A LOOK AT THREE COMPANIES

Northwestern Bank of Minneapolis, MN has been involved with the issue of child care for the past nine years. In 1976 they entered into a partnership with the Minneapolis Schools to open a before and after school program near where a bank branch was located. They have continued support to the program which provides a sliding fee assistance to low-income parents. In the past they also have made direct contributions to child care programs. Recently Northwestern established child care programs as a top priority of the company's contribution plan.

Two years ago Northwestern initiated a Social Policy Task Force to look at changing family trends and changes in work patterns and the effects of these on the family. They also have investigated ways to support working families through job sharing, flextime, staggered hours (these would decrease the need for after school care), information and referral, and a consortium approach to a downtown child care center and sick child day care center.

Phoenix Mutual Life Insurance Company of Hartford CT has helped families of employees by instituting a flextime plan in 1974. Parents use it to take time off for doctors appointments, school conferences, etc., as well as to aid their before and after school care needs. Currently they have implemented a "Latchkey Program" using the "I'm in Charge" model and materials from Kansas City.

Phoenix has supported parents' need for child care in other ways. In 1981 they made a grant to Greenfield Community College to purchase a school building to be converted into a child care center. Also in Greenfield (MA) they made a grant to a teen center for activities after school. Within the Corporate Library is a Child Care Resource Center with books for parents and children. Seminars on finding quality child care have also been offered. An Employer Assistance Program for counseling has been established. The plans for maternity leave and non-sick leave have been expanded. Employees with sick children have a variety of options in terms of type of "day" taken. Parents are penalized less on their attendance record than if it was their own sick day.

Tenneco, Inc. in Houston, TX through its development of the Houston Committee for Private Sector Initiatives has made a significant impact on increasing the availability of after-school care in Houston. *The July/Aug issue will examine how this has been accomplished as well as helpful hints for approaching companies for support.*

DEVELOPMENTAL NOTES

"COGNITIVE CONCEIT"

Remember when you discovered that your parents didn't know everything and actually made mistakes? David Elkind in The Hurried Child asserts that children (usually around age 7) decide that if their formerly all-knowing parents don't know one thing, then they must know nothing. And if the child knows something the parents don't know, then the child must know everything. Elkind calls this phenomenon "cognitive conceit." It occurs when children enter the concrete operations period.

It is this phenomenon that allows school-age children to feel and appear confident in taking care of themselves alone at home while their parents work. The school-age child believes they can handle any problem, particularly if the adult is having trouble with it. The concrete operational school-ager sees the world in absolutes--either you know everything or you know nothing. Only as the child develops abstract thinking (beginning around 12 years and becoming more refined in adulthood), can they understand that a person can have great knowledge about some things and know nothing about others.

What does this mean for the school-age child in your program?

* Watch out for the "I know how to do it" syndrome. Be aware that a child may believe he can do something, although he may not have the necessary skills, an awareness of safety measures or what to do if a problem arises.

EX. 7-year-old Jake asserts, "I know how to swim!" jumps off the deep end, sputters, panics and needs to be rescued.

* Set realistic limits for their safety and for healthy self-concepts. (Avoid situations in which they are sure to fail.)

EX. Rule: All children must demonstrate to adults that they can swim the length of the pool twice before using the deep end.

* Avoid giving problems to school-agers to solve that belong to adults.

EX. Sabrina's mother is late picking her up every evening for a week. Discussions with mother haven't helped.

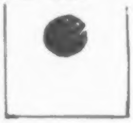
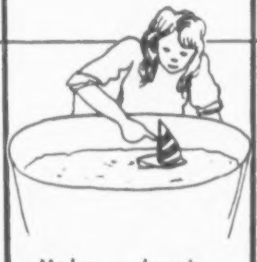
Don't give this problem to Sabrina by saying, "Sabrina, you're going to have to get your mother to pick you up on time or you won't be able to come here any more."

Do talk directly with Sabrina's mother about possible consequences.

* Help children begin to see all people as talented/knowledgeable in some areas and ignorant in others. Discuss and point out different children's and adult's areas of expertise. Admit when you need more information. Talk about who can be helpful in getting you the needed information. Ask for children's help or ideas in which you feel they could contribute.

* Talk to parents when you see a school-ager taking on the adult role in the family. Stress the importance of children having an adult they can depend on. Emphasize that parents need to avoid depending on their children to fill their adult needs of companionship, problem solving, and counseling.

SUMMER SCENE

	Monday	Tuesday	Wednesday	Thursday	Friday
STARS	Make a map of celestial bodies as seen at night. Discuss the work stars do.	Visit a planetarium.	Make your own telescope. (See p. 3)	Make star gazers. (See p. 3)	Make a moon phase box. (See p. 3)
STARS	Keep a daily chart of moon phases for a month.	Make a model of the planets. Ping pong balls are great for this.	Make a collage of star-shaped things: starfish, jewelry, cookies, stars on flag.	Bake Star-shaped cookies. ★	Make decorations for FLAG DAY, spatter-painting stars & moon on paper banners, table cloths, invitations.
SUN	Make a mobile of the solar system. Talk about the work the sun does. 	Keep a chart of time of sunrise and sunset for two weeks. Are daylight hours longer or shorter each day? Why?	Demonstrate that light colors are cooler than dark colors. (See p. 9)	Sprout sunflower seeds. Use on sandwiches or salads.	Take a hike. Make a list of all things that depend on the sun for life. Eat GORP* on the hike.
SUN	Visit a home heated by the sun or that has a solar water heater. Have someone explain how it works.	Plan a SUN DAY celebration. snacks? games? guests?	Make SUN DANCE costumes. Use imagination or check library for info on Native American SUN DANCES.	Continue making SUN DANCE costumes. Bake a SUN CAKE (round cake, yellow frosting, with yellow candy sticks for rays)	SUN DAY celebration: eat SUN CAKE, SUN DANCE with costumes, play SUNBURSTS. (See p. 4)
WATER	Experiment with water: freezing, evaporating, boiling, condensation. Make frozen juicicles for snacks.	How can I make the pepper run away? Experiment with water surface tension. (See p. 10)	Wash toys, chairs, tables. Experiment with different products added to water that help clean things easier. Why?	Look at water from different sources (river, tap, rain) under a microscope. Draw pictures of what's seen.	Make a list of all the animals that live in the water.
WATER	Visit an aquarium. Look for animals on your list.	 Make a boat.	Plan a car wash. Make signs, posters.	Play Marco Polo at the pool. (See p. 9)	Car wash.

** GORP - Good Old Raisins and Peanuts. (Add carob or chocolate chips, dates, M & M's.)*

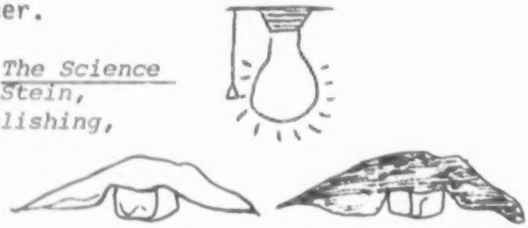
ACTIVITIES

LIGHT COLORS COOLER THAN DARK COLORS?

TRY THIS EXPERIMENT

1. Cover one ice cube with a white cloth.
2. Cover one ice cube with a black cloth.
3. Place covered ice cubes directly under (about 6 - 12 ") a lighted light bulb.
4. Which melts quicker? Light colors deflect both heat and light. Dark colors readily absorb heat and light, making the ice cube under the black melt faster.
5. Talk about what color clothes will keep you cooler in the hot weather, and what colors will keep you warmer in cold weather.

adapted from The Science Book by S. Stein, Workman Publishing, p. 187.



MARCO POLO
(A WATER GAME)

What's Needed

1. Water to swim in.
2. Four or more school-age children with loud voices.

What to Do

1. One person becomes "It."
2. "It" closes her eyes and shouts "Marco."
3. All the other players must yell back "Polo" every time "It" shouts "Marco."
4. "It" swims and tries to tag a player.
5. "It" yells "Marco" over and over so that she can find other players as they shout back "Polo"
6. Once "It" tags another player, that player becomes "It."
7. Game continues as long as people want to play.

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ACTIVITIES

HOW CAN I MAKE THE PEPPER RUN AWAY?

WHAT'S NEEDED:

1 clear glass bowl/ dish/ pan
black pepper
small bar of soap
sugar

WHAT TO DO:

1. Sprinkle black pepper evenly over some water in a clean, clear glass bowl /dish/pan. (Pepper is used to make the top of the water easy to see.)
2. Touch the water near one edge of the bowl with a bar of soap. Dip the soap all the way down, but do not let it drop. The faster you dip the soap, the faster the pepper runs away to the other side of the bowl. Try other variations, like dipping the soap in the center, or soaping up your finger and dipping it.
3. Put a little sugar in the water. Watch the pepper move back across the bowl.

TALK ABOUT:

"Why did the pepper run away?" Have you ever seen the bugs that "walk" on water and noticed how their legs make little dimples or indentations on the surface of the water? They are pressing on the "surface tension" which is like a tight skin.

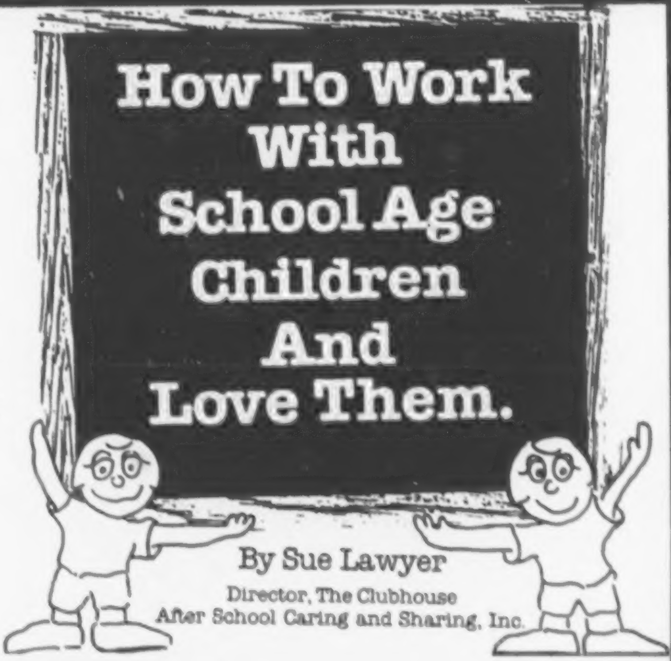
The surface of a liquid always tries to make itself as small as possible. When you put the soap into the water, it made the surface tension very weak. It moved back to the far side of the dish, taking the pepper with it. When you put the sugar into the water, it made the surface tension strong again and it brought the pepper back with it.

Contributed by Sally Goldberg, Grolier Educational Consultant.

You Could Spend Years Learning This Wealth of Practical Knowledge.

"A highly readable book, it provides direction and guidance in an objective, straight-from-the-shoulder style that can be adapted for any school age program. We have used it as our basic training tool for counselors at our summer day camp for the past three years."
—**Carol Sherman,** Director, Ave Maria House, St. Francis Hospital

"Children who have been in school all day need care that is 'living normally'.
"But still there needs to be somebody to report to . . . These children have a great need for supervision, a firm hand, somebody who knows where they are every minute . . . There are a few places like that. One, in Oklahoma, (is) called The Clubhouse."
—**Gertrude Hoffman,** "The Dean of Day Care" recently retired from the Federal Administration for Public Services, quoted in **Day Care and Early Education,** Spring, 1980


How To Work With School Age Children And Love Them.
By Sue Lawyer
Director, The Clubhouse
After School Caring and Sharing, Inc.

The Clubhouse
1906 S. Boston Ave.
Tulsa, Oklahoma 74119
(918) 662-5599

Yes! I want to know **How To Work With School Age Children and Love Them** in time For Summer. Enclosed is $16.95, plus $2.50 for shipping and handling, for each copy I order.

DIRECTOR'S CORNER

GETTING IT TOGETHER: STAFF TRAINING

The need to train someone on some aspect of caring for school-agers is ever present. Even those with formal training in child care rarely receive but superficial information on school-age child care. With summer approaching, increased training is needed by supplemental staff (both volunteers and paid). Plus, since summer care is different from after school care, regular staff need updated information. In planning any staff training, ask yourself the following questions:

Who needs the training?
new full time staff? volunteer? substitute? teenagers as summer assistants?

What is the topic/problem?
making snacks? discipline? playground safety? group games? group management? building self-esteem?

What are the goals?
Example goal - worker will be able to lead small group of school-agers in an outdoor game.

Build in a way for participants to think and decide what they want from training.

What method will be used?
film? lecture? role playing? experiential? preceptor (attach trainee to staff person to demonstrate and teach as they work)? observation, demonstration, feed back performance?

HELPFUL HINTS

* Know your own training style, then use it. Some people are more comfortable using a lecture format only; others like the group leader/facilitator role with active participation by trainees; some like a one-on-one hands-on type of training. Share training leadership with someone with a different style. This could be someone within or outside the program. Training leadership could also be by a parent, volunteer or board member. Fresh ideas from someone outside of paid regular staff can give a needed "shot in the arm" to a "burned out" or just tired-of-the-same-ideas staff. Paying a professional trainer is worth the money for these reasons. Also, controversial or difficult to accept ideas can frequently become more palatable when coming from an outside person.

* Zero in on one key point you want to make. Count yourself successful if you get across that one point.

* Present same material/information at least 3 different ways: visual, auditory, tactile, experiential.

For example: tell about leading group games; show a film on school-agers playing soccer; lead the group in playing soccer pointing out important group management techniques.

* Include time for socializing. In group training, a few minutes for refreshments before and halfway through helps relax some people. Therefore, people are more receptive to information, able to retain more information over a longer time and better able to use it in the actual caring for children.

* Build in an evaluation/feed back method. A simple "What did you find most helpful?" and "What would you have changed?" are very effective in obtaining useful feedback.

* Have fun! Use training as a time of refreshment.

See p. 14 for Training Resources.

PARENT'S CORNER: A PARENT HANDOUT

HELPING YOUR CHILD DEAL WITH DIVORCE

The projected divorce rate is one out of every two marriages. One out of every five children is a step-child today (compared with one out of eight in 1976). Therefore, many more children than before have to deal with divorce as part of their own family situation. How can you help your child deal with divorce?

1. Get help for yourself. Divorce, even in the best of circumstances, is stressful, so stressful that your child not only loses the parent who moves out, but emotionally the parent who stays has very little energy or attention to give to the child. Therefore, the sooner you can get yourself back to a point of being emotionally available, the better for your child.

   Help is available from a number of sources:

   - from good friends who will let you talk, talk, talk, - a very necessary part of dealing with the major change and loss of divorce. Try to talk with friends who listen more than give advice. At this point in your life, being able to talk through the divorce with someone who will neither advise nor judge is critical to your well-being.
   - from divorce groups - many organizations offer group discussion meetings for people going through divorce. Check with your local YMCA, church, or mental health center. These groups allow you to meet with others, to learn about expected changes and how to help yourself deal with these changes. Some programs also offer groups for children of divorce.
   - from books - Richard Gardner's The Parents Book About Divorce is recommended.

2. Talk with your children. Prepare your child for the upcoming separation. Let him/her know what changes to expect. After separation has occurred, keep talking - keep your child posted on any and all changes he/she can expect. Your child may not like the changes, but can adjust and accept much better if forewarned. This helps the child to see the world as secure and predictable.

3. Make as few changes as possible. In fact, limit any changes to one parent leaving if at all possible. Try to keep home, school, day care and other routines the same. Parents going through S/D often let the homefront fall apart as far as meals and family routines are concerned. This disorganization of the home can contribute to many feelings of uneasiness and insecurity in the child.

4. Provide books for children:

   Two Homes to Live In: A Child's Eye View of Divorce by Barbara Schook Hazen.

   It's Not the End of the World by Judy Blume.

   The Kid's Book of Divorce, For and About Kids by The Unit at Fayer-Weather Street School.

   The Boys and Girls Book About Divorce by Richard Gardner.

5. Prepare for strong feelings of anger to be directed toward you. Allow your child to express these strong feelings without fear of losing your love. If you have difficulty accepting your child's feelings of hate, anger, rejection, profound sadness, then arrange for your child to talk with someone who can listen without judging or condemning.

ADMINISTRATIVE NOTES

1,000 AT AFTER SCHOOL CONFERENCE

The largest school-age conference ever held was in February at San Francisco State University. From previous experience, sponsors of the one-day "School Age Child Care and Recreation Conference" had expected only 500 to 600 participants. Andrew Scott of the Children's Council of San Francisco attributed the large number in attendance to an increased effort to include all adults who work with children and youth after school.

Different professions can contribute more diverse ideas to persons working with children and youth after school. Early childhood trained staff are familiar with ideas such as "interest centers" and how to provide a "home-like" or nurturing environment. Recreation specialists are skilled in managing group games and outdoor activities. Mental health workers know conflict management and communication techniques. A broad concept of after school care including a wide age range meant a larger audience from which to draw conference participants as well as experts to present workshops. This was evident in the diversity of the 49 workshops presented.

CALIFORNIA CONSORTIUM ORGANIZED

The conference was sponsored by a newly formed coalition called the California School-Age Consortium. Representatives from many different child-related groups including children's council, 4-C's, school district, parks and recreation, military child development services, YMCA, and the university formed in response to the need for on-going training, advocacy, resources, materials, and technical assistance. The Consortium wants to network child care programs, recreation departments and other interested groups concerned with the broad concept of meeting the needs of children and youth in their out-of-school hours.

Contact Andrew Scott, Children's Council of S.F., 3896 24th St., San Francisco CA 94114. (415) 647-0778.

ILLINOIS TASK FORCE FORMED

The Illinois Statewide Child Care Training Consortium (ISCCTC) is incorporating a School-Age Care Task Force in its spring sessions. The purpose of the Task Force is to identify future needs and to plan strategies to meet those needs. Statistics show there is a definite need for school-age care in Illinois as well as throughout the nation; however, this issue is seldom addressed by educators or trainers of child care providers. The ISCCTC hopes to remedy this situation while gathering information from providers concerning their needs, problems, and successful practices.

The Task Force has three major questions to explore. First, how can services for school-age children be planned for and administered? Second, what are the cooperative efforts that need to be built between families, care providers, and schools? Finally, how should providers be trained in order to give high quality care? Answers to these questions will be used in planning the training deemed most appropriate for school-age care providers in Illinois.

The Illinois Statewide Child Care Training Consortium is made up of child development specialists from three state universities, who provide training and professional growth opportunities to child care workers in nine state regions. The focus on school-age care by the Task Force adds an important dimension to the on-going work of the Consortium.

contributed by Cheryl J. Rike, Ph.D., Assoc. Prof. Early Childhood, Dept. of Curriculum, Instruction and Media, Southern Illinois University, Carbondale IL 62901.

AUDIO-VISUAL STAFF TRAINING MATERIALS

VIDEOTAPES 1/2" or 3/4"

Santa Monica Children's Centers: An Introduction. *12 mins. Takes viewer thru typical day at this excellent SACC program.*

Santa Monica Children's Centers: The Making of Snow White. *15 mins. Behind the scenes with the cast and crew.*

SLIDE-TAPE OR 16MM FILM

Fairfax County Office for Children School-Age Care Program *20 mins. Profiles a successful county-run multi-site, school-based SACC program in Virginia.*

Above resources available for RENTAL @ $15 and PURCHASE @$45. Three 30 sec. public service announcements available.

*CONTACT: School-Age Child Care Project,
Wellesley College Center for Research on Women, Wellesley MA 02181

SLIDE SETS

Twenty-eight slide sets showing different facets of a comprehensive, developmental program are available for use with caregivers or with the school-agers themselves. Reading scripts accompany each set. Sets are priced according to length with prices ranging from $18 to $38 each. *Slide set topics include: Arts & Crafts, Bridging the Age Span, Collections, Games, School-Agers Viewpoint, Storage, Physical Skills for Self-Esteem.*

*CONTACT: Distribution Coordinator
Media Services Division 151-X
Texas Dept. of Human Resources
PO Box 2960
Austin TX 78769

CASSETTE TAPES

Basic Needs of School-Agers: More Choices, Limits, and Freedom *Workshop by Sue Lawyer, 1-cassette (1 hour) $7 postpaid*

Empowering Children to Be At Cause Rather than Effect - Getting Past Victims and Villains *Workshop by Sue Lawyer, 2-cassettes (2 hours) $12 postpaid*

*CONTACT: The Clubhouse, 1906 S. Boston Ave.,
Tulsa, OK 74119

++

SCHOOL AGE NOTES ADDRESSES **********

Please note our street address has changed to 2934 Vaulx Lane, Nashville, TN 37204.

For faster service use our PO Box address:
PO Box 120674
Nashville, TN 37212

PO Box 121036 is also our box and we receive all mail addressed to it.

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NEWS UPDATE

...$ Millions for SACC still in limbo - The $20 million needed to fund the block grant for school-age child care and information and referral (signed into law last year by President Reagan as part of Senate Bill 2565 the "Human Services Reauthorization Act") has yet to pass Congress.

At the same time as a supplemental appropriations bill for this year is being pushed for, a new authorization bill (S.806 Dependent Care Grants Act Admendments of 1985) has been introduced. This would increase the $20 million to $30 million for 1987-1989 with 60% to school-age and 40% to information and referral. Changes in this bill would eliminate state match and allow funds to be used for operating expenses as well as start-up and development.

However, the bottomline is that getting money this year for new programs when existing programs are being slashed will be extremely tough.

...Wellesley SACCP refunded! - The national School-Age Child Care Project at Wellesley College (Mass.) has received funding to continue through 1986. The spotlight on "latchkey" children and the national interest in alleviating their plight through the development of quality after school programs has been due largely to the efforts of this Project which began in 1979. For information about the Project and its activities and resources contact: School-Age Child Care Project, Wellesley College Center for Research on Women, Wellesley MA 02181.

...Tax relief for not-for-profit programs - In the past programs wanting non-profit tax exempt status from the IRS had to file as either charitable or educational. For after school programs that weren't for profit but weren't "charities" such as self-supported parent run programs, it was difficult to get the non-profit status. While preschool day care programs had an easier time filing as educational, after school programs couldn't justify (in the eyes of the IRS) an educational exemption.

As reported in the Wellesley SACCP Newsletter, a new tax law admendment numbered 501 (k) has eliminated the need for child care programs to prove themselves as charities or as being educational. They only need to prove that 1) substantially all care provided is for the purpose of allowing parents to be gainfully employed and 2) enrollment is open to the general public.

Applicants will file IRS Form 1023 citing eligibility under 501 (k). Since District Offices may not be aware of this change, it should be mentioned when asking for 501 (c) (3) status.

...OOPS! While we had been told the Educational Kits from Reynolds Metals were still available, that was not the case. However, a brochure called "Kids in the Kitchen" that could be used when camping or barbecuing is available. Contact: Carol Owen, Director of Consumer Services, Reynolds Metals Aluminum, 6603 West Broad St., Richmond, VA 23261 (804) 281-4073.

...Summer Resource - We are now carrying a great new book called the Outrageous Outdoor Games Book by Bob Gregson - - 160 projects, games, and activities for school-agers to "fill-in-time" as well as play all-day. From sunny days to snowy days are covered. All games are easy to play and many require little or no preparation, and are readily adaptable to a variety of situations and age levels. Large 8½"x11" format, 140 pages, $10.95 plus shipping $1.50 first book, 50¢ each additional book. School-Age NOTES, PO Box 120674, Nashville, TN 37212.

SAVE NOW! on HALF A CHILDHOOD: Time for School-Age Child Care. The new price is $10.95. Subscribers may still receive it for $7.95 until July 1, 1985. Shipping chares and order address same as above resource.

RESOURCES

NEW NATURE ACTIVITY GUIDE

NATURE SCOPE is a bimonthly nature guide full of games, puzzles, pictures, stories, songs, crafts, a complete mini-course, including discussion questions. Each issue features an exciting nature subject: endangered species, volcanoes, backyard wildlife and more!

Published bimonthly September-June
$18/yr. from NATIONAL WILDLIFE FEDERATION
1412 Sixteenth St, NW
Washington DC 20036

MEN'S CAREGIVING FORUM

Nurturing News: The Quarterly for Nurturing Men covers issues concerning men in caring roles both within and outside of the family. The June issue will focus on grandfathers and will contain a special 4-page supplement on children's fear of nuclear war. Subscription rates per year are $15 for individuals and $20 for institutions.

Nurturing News
187 Caselli Avenue
San Francisco CA 94114

RESOURCES

EARLY ADOLESCENT ISSUES

SETTING POLICY FOR YOUNG ADOLESCENTS IN THE AFTER-SCHOOL HOURS: Conference Proceedings. This publication by the Center for Early Adolescence joins their growing collection of resources that address the "3:00 to 6:00 p.m." issue for children aged 10 - 15. In November 1984, 36 representatives from organizations with varied perspectives on youth policy were invited to convene and grapple with the problem of young adolescents on their own after school. The proceedings are transcripts of speeches, discussions, panels and presentations in which participants identified positive program initiatives, policy barriers, and promising policy development at local, state and national levels. Also included are recommended strategies and policy changes for reducing risks and enhancing opportunities for young adolescents. Creative layout plus indicators marking especially important comments help make these transcripts more readable.

98 pages, $10 from
The Center for Early Adolescence
The Univ. of N.C. at Chapel Hill
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FEATURE

PLAY: THE KEY TO SUCCESS

- Ever wonder if you're providing enriching activities for school-agers?

- Want to provide fun activities that are different from school but still assist children to do better in school?

- Trying to let parents know the benefit of your program to school-age children?

According to James Hymes, Jr., in his article: "Why Play Is Important," we have a history of play as negative, useless and wasteful. Historically, work was necessary and full of chores each day. Play was evil - the enemy of survival. Play was bad because it wasn't work. Today, we're future-minded, product-minded, time-conscious. We want to see results. Play is "messing around." It may be practice for good living, but it is not goal directed. It is seen as almost frivolous. In addition, adults often resent children's play due to the heavy demand of adult life.

Therefore, seeing play as useful, important, and contributing to the positive growth and development of children takes climbing over and around a mountain of intense, difficult-to-surrender, negative feelings toward play.

Preschool child care workers frequently contend with the idea of play as fun but useless, both from parents ("All the children do is play at that program; they don't teach them anything"), as well as from themselves. It is easy for teachers to think they are not contributing much when the children seem to be having so much fun. Again, this concept is left over from the past idea that anything good for you, particularly the arena of learning, has to "hurt" and not be fun.

School-age child care workers are more apt to be confronted with the request to have the children spend more time on homework and less on fun-and-games. However, play activities are the key to successful learning and living.

*We want children to learn to pay attention, to stick to a job. Play is practice for this. They become so absorbed it is hard to break through so that they hear us.

*We want children to face problems, think them through and learn to solve them. Life demands this. Play gives them the chance. It confronts children with real tasks. In play, children work ideas and problems out.

*We prize creative imagination. Artistic success - art, music, writing, theatre, store merchandising, home arrangements, politics, teaching. Play gives the experience in creating and rearranging of possibilities to suit individual desires.

*We want children to learn to be skillful in social realtions. Life today demands high social skill in business, family, and community level. People today must learn to give-and-take, share, get along with others, listen, plan, check on how ideas are working out. Play gives children practice in these social skills.

*We want children to be self-confident and have a sense of responsibility. Restrictions and limitations on children are part of growing up . . .
SIZE AND AGE: They are often too small, too young, or lack the necessary skills to perform certain activities. For example: Six-year-old Trey cannot do needlepoint (like the 10-year-olds) because he lacks the manipulative fine motor skill to do the task;
TIME: Because of children's difficulty in grasping the concepts of time, they are continually frustrated by waiting - waiting for the field trip to the Planetarium, waiting for their parents to pick them up;
DISTANCE: The zoo is too far away to go today;
MATTER: Things are breakable, slippery, wet, sharp, dangerous;
EVENTS: Unexpected and undesirable changes - can't attend party because sick, parents divorce, a sibling is born.

Since children can't escape these limitations, they feel less sure, less good, less confident that they fit in the world. Children need chances for power. They need chances to build into themselves firmly a strong sense of adequacy. The real world doesn't give them enough of this. A child growing up needs a world where, for a time, the tables are turned and he is boss. In play, he can make that world. (See p.13 for Benefits of Play and p.12 for Role of Caregiver in Play)

* * * * * * * * * * * * * * *

To give parents a clear understanding of what their child does all day at you center, and to help them see the importance of play in a child's overall development, try the following idea for your next Parent Meeting.

Sample Parent Meeting

I. Introduction and warm-up.
Give parents a brief outline of the agenda for the meeting. Warm parents up be having them, one by one, each tell something about their child that they really like.

II. Daily Schedule
Give each parent a copy of the daily schedule and briefly go over it with them.

III. Discuss Importance of Play
Do this anyway that is comfortable to you. (Use the articles in this issue as resources)

IV. Play
Have parents spend 15 minutes playing in different areas of the center. Have activities set up like a normal day as if children were there. (See chart on p.13)

V. Discussion
Explain to the parents exactly what they had the opportunity to learn while they were playing in each area. (See chart on p.13) Leave time for questions and discussion.

Adapted by Tracey Besley, Child Care Worker

ACTIVITIES

MAKE A FOSSIL*

MATERIALS NEEDED:

Firm mud
Clay
Play dough
Deep veined leaves

WHAT TO DO:

1. Have each child press a leaf, vein side down, into firm mud or other impressionable material.
2. Allow mud to dry slightly, then remove leaf.
3. Impression of leaf left in mud is similar in appearance to leaf prints left in soft coal, shale, and other sedimentary rocks.
4. Label "fossils", that is, maple or oak or palmetto leaf.

DISCUSS:

Scientists investigating layers of soil and rock often uncover interesting fossil prints of leaves. Real fossils are formed similar to the mud or clay "fossils."

The energy in coal, a fossil fuel, was originally captured and converted by green plants. Coal was formed in the earth by an accumulation of decayed plant life covered with water, mud, and sand. This was acted on by the earth's heat, decomposition of matter and the pressure of layer after layer of various matter (decomposing plants, sand, dirt, rock, water, mud). This occurred over thousands of years ago. Fossil prints of leaf and other plants can be seen in some pieces of coal.

OTHER IDEAS:

1. Use your "fossils" to create a leaf chart to use outside to identify trees. For this, you might want to use fired clay for increased durability.

2. Paint your "fossils" to simulate real autumn leaves.

3. Visit a museum that has examples of leaf and other kinds of fossils. Discuss the differences and the similarities in the fossils you find in the museum.

4. Ask the childen why we have fossils in a museum and discuss the ways that scientists use fossils.

5. Considering the length of time it takes to make "real" fossils, discuss with your students the implications for human use of fossil fuel.

Adapted from Project Learning Tree, a Supplementary Activity Guide. See the March/April '85 issue of School Age Notes for more information on Project Learning Tree or contact:

June McSwain, Director of Education
American Forest Institute
1619 Massachusetts Ave., NW
Washington, D.C. 20036

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* A fossil is any evidence (bones, impressions in rock, sand, dirt) of plant or animal life before the end of the glacial period.

ACTIVITIES

ETCHINGS FROM THE PAST

TALK about how people lived in caves and made drawings (hunting buffalo, shooting arrows) which tell us about how they lived long ago.

PLAN (on paper if desired) what to draw on the walls of a cave that would tell future people about life now.

CHANGE a corner of one room or even a whole room into a cave. Use white butcher paper or white sheets to cover the walls. Using paints or magic markers, have children draw a story of life now.

INVENT a secret code (♀ means boy; X means tree; △ means danger) to write secret messages on the cave walls.

USE books and encyclopedias to find out more about cave life and cave drawings.

INVITE or VISIT a geologist or anthropologist to talk about how we learn about people who lived thousands of years ago.

ROCK ART

MATERIALS NEEDED:

- Rocks - flat, smooth work best
- Sharp tool - large nails
  old screwdrivers
- Food coloring or acrylic paints

WHAT TO DO:

1. Scratch designs, pictures, or scenes on surface of rock, using sharp tool.
2. Paint design with food coloring or acrylics.

ROCK SCULPTURE

MATERIALS NEEDED:

- Many rocks of different sizes and shapes
- White glue

WHAT TO DO:

Glue rocks together to create own work of art.

DINOSAUR BOOKS 1) How to Keep Dinosaurs: The Complete Guide To Bringing Up Your Beast by Robert Mash. Penguin Publishers $5.95 (Check your local bookstore or library.) 2) Dinosaurs Beware: A Safety Guide by M. Brown & S. Krensky. Little,Brown Co. $5.70

TRENDS

FOUR-YEAR-OLDS IN TEXAS BECOME SCHOOL-AGERS

Texas will implement public school for four-year-olds this year. Initially it will target four-year-olds who are economically disadvantaged or who have limited English proficiency. It might be open to all four-year-olds the following year but that is still undecided.

Open public school enrollment for four-year-olds would have an obvious impact on child care in Texas (and any other state that follows). First, there would be fewer 4-year-olds in preschool day care thus less revenue for centers. Second, the need for before-and-after school and summer care for 4-year-olds would materialize.

This raises many questions about 4-year-olds in school-age programs: Would 4-year-olds be mixed with older school-agers or would separate space be provided for them? (They could be grouped with developmentally similar 5-year-olds.) What would a program for 4's in after school care look like? How would the vast developmental differences between 4-year-olds and 11-year-olds be accomodated? How would staff-child ratios be affected? How would changes affect fees?

CONFLICT RESOLUTION

CONTRACTING AS A DISCIPLINE TOOL

A school-age program, like society, needs rules and guidelines in order to function. Clearly established rules and consequences help prevent the child care worker from being the villain. Violation of a rule automatically results in previously determined consequences. The school-ager's behavior, not the adult's feelings about the child, determines the imposed consequences.

By using positive discipline with clear consequences for infraction of rules, children learn a sense of responsibility (personal power) for their own actions. The idea of knowing where one stands with an adult results in feelings of security for children as well as a voice in their own life.

In setting up rules and consequences with children, two items are inherent in all programs. The first are chores and tasks that need to be done in order for the program to run smoothly. It is important that all adults and children make contributions to the overall smooth running of the program. The second item is privileges that children enjoy as part of the program. Rules and consequences can be matched with privileges to be contingent upon completion of certain tasks.

Tasks	Privileges
put away toys	listen to stereo
put away possessions	listen to radio
clean cubby	special events
take out trash	activities, games
sweep	computer
make snacks	field trips
wipe off tables	rewards: stickers

Keep two things in mind when choosing consequences. (1) Do not deny a child a privilege that is crucial to their self-esteem. For example, if a child loves being on the Little League Team, do not make this a consequence of not completing a task. (2) Consequences, to be effective should not be excessive in time. One to eight hours is more than sufficient; usually 15-30 minutes is most appropriate.

A group meeting of children and adults to decide on certain events such as planning outings, assigning chores, or celebrating special days is also the perfect vehicle for deciding about rules and consequences. School-agers are more likely to abide by rules and consequences that they have had a hand in setting up. Put rules and consequences in writing and post. This is essentially a group contract.

An individual contract, in writing, can be an effective tool for a child who is having excessive behavior difficulties, especially in a limited area. For example, Rusty continually "horses around" in the art area, knocking over paints and ruining other children's art work.

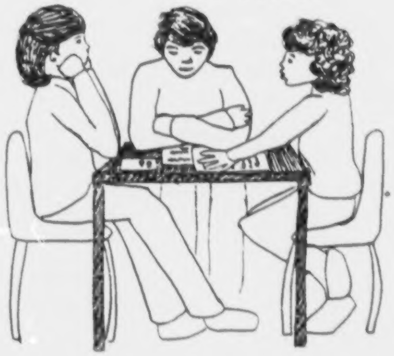
SAMPLE CONTRACT

I, Rusty, agree to respect the following rule:
When in the art area, I will keep my body under control so that I do not disturb other people's work. Should I disturb (knock over, rip, spill, etc.) any person's art work, I will give up the privilege of using the art area for 15 minutes. Should I disturb anyone in the art area a second time, I will stay out one hour; third time, four hours.

Signature______________________

Witness______________________

by Edith Costanza, Prevention Coordinator, Oasis Center



EMPLOYER SUPPORTED CHILD CARE

CORPORATE INVOLVEMENT IN SCHOOL-AGE CHILD CARE - PART II

This is the second article in a two-part series on corporate child care. The May/June 1985 issue examined statistical information and outlined two companies' involvement. This issue will report on a third company as well as give helpful hints for approaching businesses for support of school-age child care.

A LOOK AT THREE COMPANIES (con't)

Tenneco, Inc. in Houston TX realized that the community needed child care. Therefore, they supported the development of the Houston Committee for Private Sector Initiatives to work on the need.

For several years Houston Independent School District has run several extended educational day programs as apart of the magnet school concept. The Private Sector Intiatives Committee felt parents should have several options of care to choose from that would most closely meet their needs. The Committee wanted a pilot program that would 1) be a community-wide approach to the program of latchkey children, 2) be affordable for low and moderate income working parents, and 3) provide enrichment opportunities as well as reinforcement of educational ideas in a non-structured environment. The pilot program has been so successful both in the eyes of the parents as well as principals, school officials, and school teachers, that the school district announced expansion of its own extended day programs to 67 (out of 147 elementary schools) programs.

HELPFUL HINTS for approaching businesses

Choose a company with a strong presence in the community. They will have more reason to support a school-age program that is a benefit to the community where they are located.

Connect up with a company "insider." This may be a person already involved with child care or children's issues, such as a parent, board member, or volunteer.

Be careful of selling involvement on the basis of having more productive employees. It doesn't always work. Many of those needing care are already extremely productive employees because they have had to learn how be effective at juggling many roles and being organized and productive with little time - one phone call at 3 p.m. is not going to disrupt their productivity.

Be prepared with statistics and hard data. Often its more a question of ownership and involvement than statistics and charts, but corporations always ask for statistics anyway. It is sort of a business ritual to have the statistics even though that isn't the factor that sways a company. All companies involved in employer-supported child care agree that productivity is not a motivation, but the companies without programs are all looking at the data. Companies respect facts and figures. The person who acts business-like wins the respect of a company.

Determine who in the company's hierarchy to approach. Each industry and company is different both in who makes the decision (that is whether it occurs at middle management or at the Chief Executive Officer level) and in what their philosophy toward it is. Some large companies see the benefits of a healthy community directly benefitting them. Other companies with a more individualistic, frontier approach (such as oil companies) must see benefits to their own self-interest, public relations, etc.

Look at the company's self-interest. Would your program improve the neighborhood? Target companies who have a vested interest in the neighborhood. Would your program help keep people employed? Then, look to companies who are interested in the economic health of the community. Don't dwell on horror stories of latchkey children. Focus on the positive constructive solutions - keep it on a forward-thinking note. Drama and guilt don't sell.

DEVELOPMENTAL NOTES

CHALLENGING THE "LEAD EDGE"

*SCHOOL-AGE CHILDREN IN DAY CARE NEED an opportunity to work at their own pace on their own developmental level and to be appropriately challenged.***

I remember when, as a school-ager, I asked my mother how to spell curious. Her response: "Look it up in the dictionary." Why wouldn't she just spell it for me? Now I know that my mother was doing what was "appropriately challenging" me, taking me one step further, to the "lead edge" of my development. She was helping me to function on my own - giving me the skills to be competent.

The trick to "appropriately challenging" school-age children comes in helping them stretch their skills without breaking their competency spirit.

ONE WAY is to help the child move one step at a time.

FOR EXAMPLE: Seven-year-old Leah wants to know how to spell "car wash."

(Caregiver's response given in order of increasing difficulty for child.)

RESPONSE: "How do you spell 'car wash,' Leah?"
RATIONALE: This helps the child use already acquired knowledge. Many children can either spell the word correctly or get most of the letters correct. Reinforce the correct letters and give help with the incorrect. For example, "You spelled it all right except wash; it has an 'h' on the end."

RESPONSE: "Let's look it up in the dictionary."
RATIONALE: This teaches children how to use a helpful tool.

RESPONSE: "The dictionary is on the third shelf in the red bookcase. Bring it here and I'll help you look it up."
RATIONALE: This gives the child added responsibility for taking care of a problem, but still offers adult help.

RESPONSE: "Look it up in the dictionary."
RATIONALE: This gives a source of help.

A SECOND WAY to challenge children is through questions to help a child think about what would be the next step or how something could be done differently.

-What else could you do? have done?
-What can you do next?
-What do you think?
-How do you want to handle this?
-What needs to be done first, before you can do that?
-How would you feel if that happened?
-What steps do you need to take to accomplish that?
-What options or choices do you have?
-What would happen if you _______?

A THIRD METHOD for challenging is through materials. Have available materials of graduating skill difficulty, such as a variety of puzzles in different sizes or games such as Junior Scrabble, Regular Scrabble and Boggle. Encourage individual children to try increasingly difficult activities. Be available to provide help as needed. Also encourage children to try more intricate designs with materials such as clay or paints. Steer children away from materials that are beyond their capabilities. Step in with help or a substitute material when a child has been frustrated by a material beyond their capability.

Challenging children in appropriate ways can be satisfying as well as tricky. The rule of thumb is to provide as little assistance as necessary to help the child be successful. Give as much as is needed to avoid frustration that incapacitates the child. Too much or too little help can contribute to the child feeling incompetent. AVOID TAKING OVER. When in doubt start off with the smallest amount and gradually add more help as needed.

** *This is one of twenty needs compiled by the Davidson County School Age Day Care Task Force, Nashville, Tennessee.*

ACTIVITIES

WHO WAS ISADORA DUNCAN?

Isadora Duncan was the first "modern dancer." Born in 1878 in San Francisco, California, she learned to dance by following the rhythm of the ocean waves. She advocated natural dance movements, danced barefoot, and wore loose, free-flowing clothes. Provide large pieces of cloth (bed sheets work great!) for children to make loose, free-flowing dance outfits. No need to cut sheets; just wrap around - secure with scarves, belts, rope or string.

NOTE: Stress that there is no right way to this type of dancing. Each person moves to rhythm as desired.

GROUP OR CIRCLE DANCING - Try one or more: Square dancing, Greek dancing, clogging, polka, Jewish wedding dance, African dance, jitterbug.

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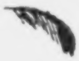
SUMMER SCENE

	Monday	Tuesday	Wednesday	Thursday	Friday
MUSHROOMS	Photograph mushrooms.	Make a book of mushrooms photos.	Make chart of nutritional value of mushroom. Discuss danger of eating wild mushrooms.	Collect mushrooms.	Cook stuffed mushrooms.
MUSHROOMS	Make mushroom prints.	Look at mushrooms and mushroom prints under a microscope or magnifying glass. Make a drawing of what's seen.	Visit a local mushroom packing plant or take a trip to store to buy mushrooms.	Make mushrooms out of clay. Let harden overnight.	Paint and label clay mushrooms.
FOSSILS	Make your own fossils. (See p.3)	Visit a museum or natural refuge to see real fossils. 	Make a list or chart of different fuels. Include how long it takes to make a fossil fuel.	Rock Art. (See p.4)	Rock Sculpture (See p.4)
CAVES	Find out what animals and plants live in caves.	Visit a cave or show a film on caves (check with local environmental agency).	Provide books, puzzles, plastic figures on dinosaurs for independent play. (See p.4)	Cave Writing. (See p.4)	Visit an expert on the past. (See p. 4)
DANCE	Find out who Isadora Duncan was.	Visit a dance studio or dance company.	Show a film on dance (check local library or video rental).	Special guest; dance specialist to talk about and demonstrate different dances.	Learn & practice a group or circle dance from the past. For example, Jewish Wedding dance. (See p.9 for other dances)
DANCE	Make simple puppet dancers. (See p.14)	Plan a puppet dance show (puppet breakdancers!).	Make puppet stage for dance show.	Rehearse puppet dance to music.	Perform puppet dance. Invite parents, a preschool program and/or senior citizen group, and visit a nursing home.

ACTIVITIES

MUSHROOM MANIA

MUSHROOM PRINTS

MATERIALS NEEDED:

white paper	mushroom caps
small sharp knife	empty bowl or jar

WHAT TO DO:

1) Put a sheet of white paper on table or bottom of small box where it can stay a couple of hours or overnight.
2) Separate mushroom cap from stem. Put mushroom cap on paper with gills or tubes - side down.
3) Cover mushroom by turning bowl or jar upside-down over it. Let it stay for at least two-three hours.
4) Lift off bowl. Pick up mushroom without sliding it. Look under microscope or magnifying glass at mushroom caps and prints.
5) Draw pictures of what is seen. Put prints and drawing in "book of mushrooms" or make a mushroom collage.

COLLECTING AND PHOTOGRAPHING MUSHROOMS

1. Discuss the following: What was near the mushroom? If a tree, what kind? What did the stem look like? Did the stem grow from a cup in the ground? Did the stem have a ring around it? What color is the top? the stem? Are there any spots or patches on the top? What is a fairy ring? (a ring or circle of mushrooms)

2. Collect mushrooms when rainy and warm. Be gentle when digging up mushrooms. Arrange loosely in basket or box. Mushrooms break easily.

3. Check with state agricultural center, science museums, library and/or mushroom "expert" for information on identifying poisonous mushrooms and safe-to-eat mushrooms. CAUTION: DO NOT EAT any wild mushrooms unless identified as safe by an expert.

STUFFED MUSHROOMS

MATERIALS NEEDED:

large mushrooms
butter, melted
sausage
salt, pepper
shallow baking pan
sharp knife

WHAT TO DO:

1) Remove stems from cap. Stems can be used in another recipe (salad, pizza)
2) Wash caps gently.
3) Dip in melted butter
4) Arrange single layer in baking pan, smooth side up
5) Broil 3 min., turn.
6) Fill cap with sausage meat.
7) Broil or bake (375^{0}) until meat cooked (about 20 minutes).

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DIRECTOR'S CORNER

THE ART OF THE PRACTIONER

"The Art of the Practioner" - The Regional School-Age Child Care Training Conference at the University of Rhode Island in May provided an opportunity to share ideas and learn new approaches to after school care. News and ideas from the Conference follow:

DEVELOPMENTAL TIPS

Help each child identify and then develop one activity they would like to excel at. Riding a bike...jumping rope...throwing a ball...taking care of animals.

More "phys ed" needed. Both summer programs and after school care should provide many opportunities for physical development and skill building. National studies have shown a continuing decline in the physical fitness and skill ability of school children. Opportunities for physical development and skill building can be accomplished on an individual and small group basis without resorting to large group activities all of the time.

SUMMER TIPS

-Try water fights with plastic dish detergent bottles (that have been washed out thoroughly.) Kids can be in bathing suits.

-Require an extra set of clothes at your program for each child to change into after getting wet from water play.

-Use rest time as a part of the curriculum by playing classical music or by reading classics a chapter at a time - start with more popular books first before jumping into Treasure Island.

HOW TIMES HAVE CHANGED

Out of the 130 conference participants either involved with or interested in school-age child care only two had been in child care themselves when they were in elementary school.

As a side note to the proceding the following new Census figures were reported in USA Today on 5/15/85:

* By 1990 10.4 million children will need child care while parents work.

* Single parent households are now 26% of all USA families with children, up from 22% in 1980; 13% in 1970.

* Sixty percent (60%) of children will live in one-parent families by the time they are 18 years old.

* Child care services will be the "employee benefit" of the 1990's, predicts the Employee Benefit Research Institute.

ADVOCACY

Issues of low pay, poor program space, and often "no respect" were voiced by many at the conference. After hearing many stories from participants about lack of space and non-permanent or shared space, Jill Rooney of Harbor Day Care Center, NY, commented, "we're putting kids in spaces that don't honor them."

Others commented that often a caregiver's energy is diluted because of low pay. "We need to work other jobs just to pay the rent," said one participant. "You can't honor the children if you don't honor the caregivers by paying them enough so they can live above a subsistence level and have their energies focus on the program." "What are we teaching the kids about honor, dignity, and respect when we accept minimal, barebones, diluted care. This isn't good enough for our kids."

It was suggested that we have to be firm about our standards of quality care. Diluting quality by squeezing in just one more kid does not solve the problem in the long run. We have to learn to say "no" to lessening quality and learn how to negotiate better conditions for both children and adults.

FOR CAREGIVERS ONLY

YOUR ROLE IN CHILDREN'S PLAY

- Convince yourself, other workers, parents and the community of the many important benefits of play.

- Provide play materials and space so that school-agers have access to a variety of materials and supplies and ways to use those materials. Encourage freedom of choice within the limitations of space and time. (See Resources page 16).

- Be an observer, a facilitator, an intervenor, and an expander. See your role as an active guide. Avoid the two extremes of either totally overdirecting play activities or being a completely non-involved by-stander.

Planner and Organizer - Successful play experiences require that supplies and materials be available for children to use. Listen to children's ideas on supplies. Arrange the environment so that play can occur without children getting in each other's way and without unnecessary conflicts over obtaining and using supplies.

Observer - Notice what type of play occurs most frequently, what materials are most successful, what children do in small groups, what they do alone; what needs more adult supervision and adult help to get started or needs demonstration of specific skills; and who needs help to persevere and when. Use this information in planning future experiences.

Intervener - Step in with directions or questions when children encounter an especially difficult or frustrating task.

Expander - Help children expand their ideas on what to do by asking pertinent questions. Sue Lawyer, in her taped workshop: More Choices, Limits and Freedom: Needs of School-Age Children 5-12, recommends asking children, "How does your body feel right now?" "What is your body trying to tell you?"

This is especially helpful when children are having trouble choosing an activity.

OR

When 8-year-old Sean, who has built a fort out of blocks, seems to want to continue building more but looks puzzled on what to do, the question, "Do you want to build onto your fort or start a new building?" or "Are you ready to put animals and people in your fort?" might help move Sean to the next step of play.

OR

Young Children in Action, a guide to High/Scopes curriculum, suggests extending children's plans and ideas by encouraging them to look at alternatives and finding additional materials. "Now that you have all these mountains of sand, what are you going to do with them?"

OR

"Sam and Bill, how can you play the 'drums' so they won't disturb Rachel in the reading area?"

CURRICULUM CORNER

BENEFITS OF PLAY

Check this chart for what skills children can gain from specific play materials and experiences

PLAY ACTICITY	SPECIFIC SKILLS PRACTICED	SPECIFIC KNOWLEDGE LEARNED
Blocks with cars, garages, & play people	self-confidence; social interaction; physical development: lifting, coordination, balance; classification; important in social studies & language & math: same & different, one-to-one correspondence, parts & whole, division, subtraction, addition, multiplication, measuring and problem solving	
Dramatic Play	social studies, problem solving, family and occupational roles, math	
Story records & tapes with head phones	language, memory, listening skills, vocabulary development	
Playdough, clay	3 dimensional, shapes, rhythm, acceptable method for expressing frustrations, feeling of control, social interaction, symbols	
Painting - creative arts - drawing	symbols, self expression, colors, shapes, science, aesthetics	
Art - chalk & charcoal	fine motor control; eye-hand coordination; figure ground	
Science - water	soothing, socializing, self-confidence: no way to fail; float/sink; when pushed it generates force; coordination; measuring; changes - freezes, evaporates, bubbles with straws	
- fish tank	formulate and test hypotheses, problem solve, observe	
Puzzles - legos, play tiles	eye-hand coordination; problem solving; likeness & difference; color; shape; matching; socialization; self-correcting	

See p. 12 for the role of the child care worker in play.

See p. 2 for the suggested parent meeting to demonstrate merits of play experience.

Adapted by Tracy Besley from Why Play Is Important by James Hymes, Jr.

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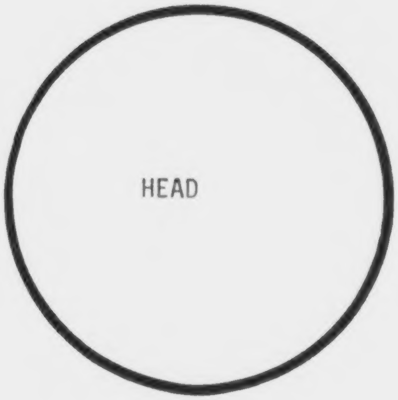
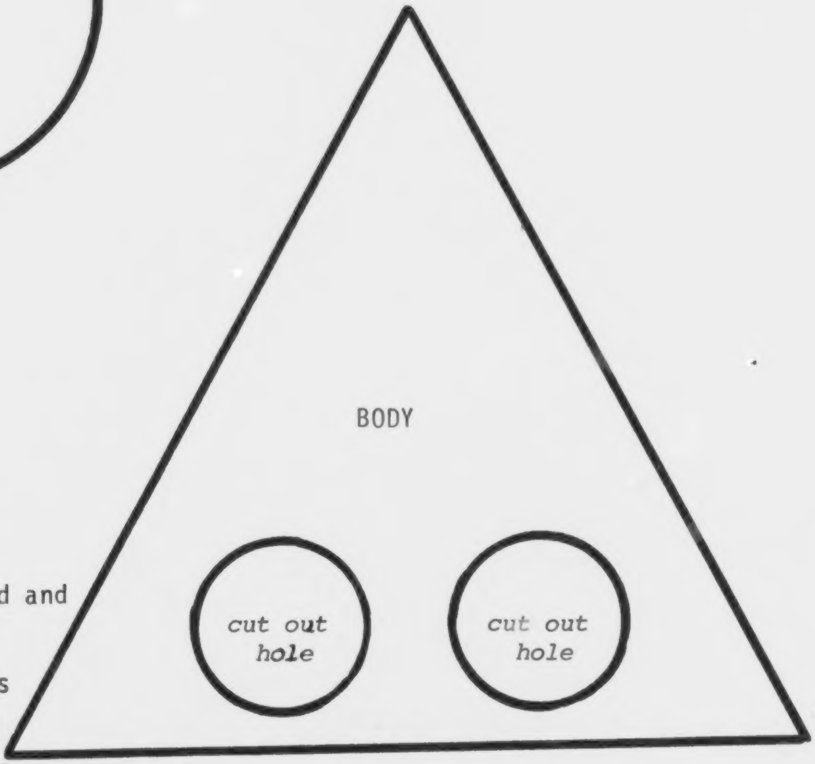
ACTIVITIES

CONSTRUCTION PAPER DANCE PUPPET

MATERIALS NEEDED:

Pen
Felt marker
White glue
Construction paper or felt
Scissors
Pipe cleaner





WHAT TO DO:

1. Trace pattern of head and body on to tagboard.
2. Cut out patterns.
3. Use tagboard patterns to trace and cut two triangular pieces (body) and one circle (head) out of construction paper.
4. Place curved pipe cleaner (arms) across top of triangular pattern.
5. Glue body patterns together so that "arms" stay in position.
6. Glue head to body.
7. Draw eyes, nose, mouth, hair on head.
8. Put fingers through holes - Dance with your new "legs."

NOTE: Puppets can also be made out of felt or vinyl.

Adapted from PUPPETS WITH PIZAZZ by Wilt, Hurn, & Hurn

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Included are: how the program and contract works; how to start a check-in program; staffing requirements; responsibilities of sponsoring agency, family day home provider and parent; training; legal and zoning concerns. (See School Age Notes, March/April '84, p.2 for more information on this program.) A video-tape on the program is also available for loan.

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FEATURE

TRANSITIONS - THE COMINGS AND THE GOINGS

Every day, children in school-age child care programs deal with multiple changes - people, places, paces, spaces, activities, expectations. On the average, the child moves from home to child care to van to school to van to child care to home - seven environmental changes in one day. For the many children whose parents are divorced home can also be two different places in the same day. Within the child care program the school-ager experiences another set of changes - from outdoor to indoor activities - from quiet to noisy - from tutoring or homework to special events which may also include another trip in the van.

SCHOOL
CAUTION

Transitions or changes from one space to another, from one set of expected behaviors to another can be filled with conflict, chaos, confusion, boredom, frustration, and frayed nerves.

Transitions can also be fun, smooth, easy-going, relaxed, controlled, exciting, and even a time for individual attention.

How?

OVER-STAFF TRANSITION TIMES WITH WARM BODIES. This can include secretarial staff, director, custodian, cafeteria workers, parents, teen-agers, volunteers.

For example, if your program is not located in a school and you transport children in a van or bus from one or more schools - find out if school personnel need rides to a part of the city you're transporting to. They can get a free ride - you can get more adults to provide nurturance. These extra adults should not be seen as "controllers" but as nurturers: people children can see as someone to talk to, to sit next to, someone who cares how they feel.

TURN TRANSITIONS INTO ROUTINES

Build in routines for children to follow during transitions.

Example: When they come into the program after school they:

1. Put their possessions in the cubbie, locker, or specially designated spot.
2. Go to the game room to check in with a specific child care worker. Provide the same person in the same location to welcome children (or send them off) as consistently as possible.

3. From that point they can choose what activities to become involved in. A consistent check-in person can help children move more smoothly into their choice by
   - reminders of what's available.
   - listening as children talk through what they are interested in.

Have family time - a chance for children to have snack & share what's happened in school with a consistent adult. (Remember overstaff this time). When children & adults get into a routine, this time will flow naturally - coercion will not be necessary. Some children may want to just say "hi," knowing someone cares that they have arrived.

Create points of interest where children enter building or where children gather. Have a new thing out or up for them to look at. This could be a cartoon, sports figure or riddle (guess who this is or guess the answer).

When children leave for the day - Acknowledge their departure with comments such as: "Look forward to seeing you tomorrow."
"Tell your father I said hello."
As well as with their parents:
"Good to see you - Jo had a great day."

INTERVIEWS WITH PARENTS prior to child's enrollment in the school-age program help with the child's transition from home, school and possibly from another school-age program.

Find out what the parents' & the child's expectations of the program are. Clearly & specifically outline your perspective of the program. Provide verbally & in writing the program's purpose, policies & rules. Clarify any misinformation; answer questions.

Also, find out what children feel they can do the best & what they want to do best. Use this information when children are in the program to build children's self-esteem through being the best at one thing. This does not have to be the best in the usual endeavors but can be simple, such as best at running the tape recorder or sweeping the floor or getting a game started.

PERSONALIZE non-program staff.

Take the time to personally meet the secretary & principal at the school. Let them know who you are. Ask if there's anything you can do to make the transition to & from school & school-age program smoother for them & the children. Do the same with the bus driver if one drops off children at your program. Check in with them from time to time to find out their concerns. Often people will not come to you with what they consider small but annoying problems. But if you contact them & ask, they'll say, "Well, since you're here and you asked, you could help us out with..."

HAVE READY-TO-USE ACTIVITIES FOR TRANSITION TIMES - this can include songs, guessing games, active games that require no equipment or prior preparation.

"Space Shuttle" packets for van trips can include easy wipe-off coloring sheets, crossword puzzles, trivia questions, riddles, jokes, stories.

Soft, soothing music.

Jumping contests - highest, longest, one foot, two feet.

5:00 box: quiet activities: dominoes, uno cards, pick-up sticks, dot-to-dot.

TAKE CHILDREN ON IMAGINARY TRIP before a special event. Have children close their eyes & imagine going to a special event. Describe out-loud while their eyes are closed, what they will see, smell, feel. Be as descriptive & specific as possible. Describe how they will act, especially points of change.

This technique of imagining or visualization is more effective than merely telling the children what to do. It is visual practice for success!

**Title and material used with permission of Jill Rooney, Harbor Day Care, NY, from her workshop "Transitions - The Comings and The Goings."*

ACTIVITIES

HALLOWEEN HINTS

Spooky Stories

Have children write or tape record their own spooky stories. Children may want to create their spooky stories in two's or three's. Set aside a time to sit around, with the lights dim, to tell each other the spooky stories. Use an indicator, such as white sheet with face holes or a scary mask for the "story teller of the moment" to wear. This will help let everyone know who "has the floor," cutting down on confusion and chaos.

Halloween "Treat" Party

Instead of the more traditional door-to-door trick-or-treating or Halloween parties for the children, plan a party as a treat to another not-as-fortunate-or-as-mobile a group - such as a nursing home, senior citizens home, home for handicapped. Have children create their own costumes to wear. Bring "treats" for each person at the party. "Treats" can be homemade pumpkin cookies, a Halloween scene painted or drawn by a school-ager, or plan and perform a Halloween play.

Make-up Masks

Make-up masks have several advantages over plastic or cardboard masks:

1. It's easier to breathe.
2. They're less hot.
3. Each mask is different - depending on the creator for its distinct characteristics.
4. Once used, it can be washed off. No problem with storage.
5. Make-up masks cannot be crushed, ripped, or stolen.

Tips for doing make-up masks:

* Use fresh, new make-up - not hand-me-downs from other people which could carry bacteria.

* Use hypoallergic make-up. Children's skin tend to be more sensitive than adults. Children with skin prone to rashes and other irritations should avoid make-up masks.

* Have basic colors - black, white, brown
  for face.
  - blue, red, green,
  yellow for eyes, nose,
  and mouth.

  New colors can be created by mixing basic colors.

* Draw mask design on paper before applying to face.

* Use home-made stencils of stars, half-moons, diamonds to create unusual designs.

* Always wash face and hands before applying make-up.

* Use cotton applicators to apply make-up.

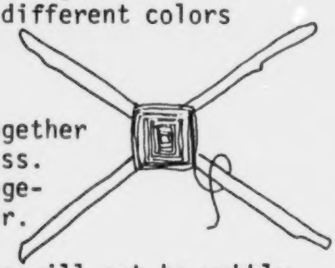
* Have a day of experimentation before the "real" day.

ACTIVITIES

GOD'S EYE WEAVING

WHAT'S NEEDED:

2 sticks of same length and width
Yarn of several different colors



WHAT TO DO:

1. Put sticks together to form a cross.
2. Tie sticks together at center. Make a tight knot so sticks will not be wobbly.
3. Weave yarn over, under, and around. Move from center to end of stick. Change colors to make more exciting weave.

ROOM WEAVING

WHAT'S NEEDED:

Scrap yarn, string, ribbon, strips of cloth, strips of paper
"Tie-on" places - door handles, legs of tables, arms of chairs, wall hooks

WHAT TO DO:

1. String lengths of material across a room. Attach to "tie-on" places. Have several lengths parallel to each other.
2. Weave lengths of material crosswise, under then over lengthwise strips. Attach to "tie-on" places or to outer lengthwise strips.

This activity may be done in a corner of a room as well as over major sections of a room. Do this project over several days, adding a little at a time.

Ghandi was known for his belief in people being self-sufficient. He promoted this idea by carrying and using a small spinning wheel everywhere.

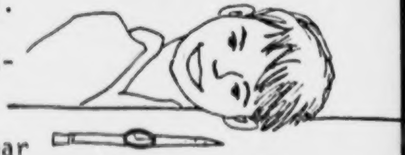
TABLE TOP "INDIAN"

WHAT'S NEEDED:

A watch with audible ticking sound

WHAT TO DO:

1. Put watch on a wooden table or desk.
2. Listen to watch tick.
3. Cup hand around ear to magnify ticking sound slightly.
4. Put ear down on wooden surface. Listen to how ticking sound is magnified. (Sound travels faster through wood than air).



Can you hear footsteps before you see the person if you put your ear to floor or ground and listen? Find out if Native Americans used this tracking method?

SUNDOWN DANCE*

This famous Native American dance has been part of traditional celebration by the Taos Indians in New Mexico on Sept. 29th.

One simple dance step is the "toe-heel:"

Step 1: Take one step forward on your rt. toes. Put weight only on toes & ball of foot.

Step 2: Put rt. heel down, so weight is on whole foot.

Step 3: Take next step forward on your left toes. Put weight only on toes & ball of foot.

Step 4: Put left heel down, so weight is on whole foot.

Repeat step over & over to the rhythm of drum beat (use homemade drums).

**From Amazing Days*

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CONFLICT RESOLUTION

NOOKS AND CRANNIES: PLANNING SPACE

Quiet, solitary spaces provide opportunities for children to think and to solve problems and conflict on their own. Even more important is the need to unwind after a busy school day. Reading, daydreaming, relaxing, and gaining a feeling of closeness are appropriate ways of renewing energy.

Nooks and crannies for privacy can be created by small rugs, large pillows, a rocking chair, a bean bag chair, a wooden loft, a stool, or a large cardboard box painted attractively by the children themselves. With a little creativity, caregivers and children together can make a variety of private areas that children will enjoy alone or use for quiet conversation and relationship building.

For a curtained corner space, tie a clothesline cord between two nails. Hang an attractive sheet or piece of cloth over the cord. Add a swag lamp behind the curtain and the corner can be used for reading, writing, or even a shadow show. Other lighting possibilities include a tack-up lamp with a strong clamp base. Check yard sales as possible sources.

A refrigerator carton or other large cardboard box can easily become a quiet space. You can turn the box on its side and cut a doorway and window. The children can paint the carton as a beach, mountain, lake, or another relaxing scene. Bear in mind as you choose colors that blue, green, and purple set a relaxing mood. Warm colors like red, orange, yellow stimulate excitement and are appropriate for active areas and as an accent in the entry of the center.

A large inner tube from road equipment makes a great outdoor seat for one child or several children. Add a half circle of plywood to cover half of the inner tube and you have a work space for one child. Children can spray paint the plywood with outdoor enamel to weather proof it. Drill 3 or 4 holes in the circle edge. Lace clothesline through the holes and tie board around the tube to secure the table top.

A sawhorse and a sheet make a great hideout. Remember to choose a cool-colored sheet for relaxing. Try a warm-colored sheet to stimulate play. Use a cable spool as a private spot inside or outside.

Shade is important for enjoying the outdoors during the summer and hot afternoons of spring and fall. A shady teepee can be made from 6-10 lightweight poles and a half circle of cloth. Tie the poles together at the top. Arrange the bottoms of the poles in a circle. Add the cloth; then sew through the cloth and around each pole with a large needle and heavy thread. Pin or cut the cloth to form a door.

The number of privacy spaces needed varies according to the needs of the group. A wise plan is to start by creating one "nook" inside and one outside. Make their creation a group project. Discuss how the private spots are to be used. Notice how much use each private spot receives. Observe any overall changes in the group when the need for privacy is recognized and resolved. Are conflicts reduced? Does noise level drop? Do quiet, friendly discussions increase? Use this information to modify your private spaces and in creating additional quiet areas.

By Nancy Pigg, teacher, trainer, and coordinator of children's programs

DIRECTOR'S CORNER

TRAINING FOR YOUTH WORKERS

The Center for Early Adolescence announces three workshops on the new curriculum, 3:00 to 6:00 P.M.: PLANNING PROGRAMS FOR YOUNG ADOLESCENTS. The curriculum is designed to help organizations create a closer match between program activities and the developmental needs of young adolescents. It contains a series of eight three-hour sessions which will give youth-serving organizations a process for training staff, conducting a thorough self-assessment, and planning new or improved programs.

The 3-day intensive workshops will prepare experienced trainers in the alternative uses of the curriculum. The workshops are designed for experienced leaders and consultants with a basic knowledge of normal early adolescent development and who to plan to return to their communities teach the curriculum to youth workers.

Workshop dates and sites are: Chapel Hill, NC, Oct. 28-30, 1985; Memphis, TN, Nov. 13-15, 1985; Sewell, NJ, Nov. 6-8, 1985. Reigstration is $220.

For more information and registration forms, contact Gayle Dorman, Center for Early Adolescence, University of North Carolina at Chapel Hill, Suite 223, Carr Mill Mall, Carrboro,NC 27510. 919-966-1148.

REGISTRATION DEADLINE IS SEPTEMBER 25, 1985. Registration is limited.

# #

SCHOOL-AGE FEDERAL $$$ FAIL TO PASS

After many valiant attempts in many different forms the bottom line is that there will be no Federal money this year for school-age child care. The latest attempt was for $5 million in appropriations for school-based after school programs. - - - Last year President Reagan signed into law a bill authorizing $24 million for school facilities child care. However, no appropriations, no money and thus no new school-age programs.

PREVIEW ON NAEYC CONFERENCE

The National Association for the Education of Young Children's Conference with 15,000 conferees and 1,000 presenters will be November 14-17, 1985 in New Orleans, LA.

The Conference will once again feature a "School-Age Track." Some of the 16 workshops spread over Friday and Saturday are:

Discipline and programming ideas to help you survive in school-age child care----Exploring avenues of funding for school-age programs----Diffusing the competitive spirit in school-age children - how to foster cooperative goals and greater self-esteem----Adventure play - a natural approach to programming----Starting a training collaborative; a community approach to training after school staff----Creating school-age program environments. ----plus 10 other school-age workshops.

Pre-conference session on school-age child care on Thurs. Nov.14th from 1-4 p.m. is titled "Innovative Developments in School-Age Child Care: Policies and Programs." This session will include a panel presentation and four small group discussions.

For more information contact: Ellen Gannett, School-Age Child Care Project, Center for Research on Women, Wellesley College, Wellesley, MA, 02181 (617) 431-1453

School-Age Interest Group - Issues unique to school-age child care such as training needs, administrative policies, and advocacy for school-age programming will be discussed on Sat. Nov. 16th at 7:00 pm. A network for the purpose of continued communications will be encouraged.
Contact: Andrew Scott, S.F. Switchboard,
3896 24th St., San Francisco, CA 94114
(415) 647-0778

xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

If you have not received a Preliminary NAEYC Conference Program contact:
Barbara Bosse, NAEYC, 1834 Connecticut Ave. N.W., Washington D.C. 20009

DEVELOPMENTAL NOTES

ASK THE SCHOOL-AGER

Providing experiences for school-agers that are fun, interesting and educational is a challenge. We want schoolagers to have a quality time while in our care.

How do we decide what experiences will work?

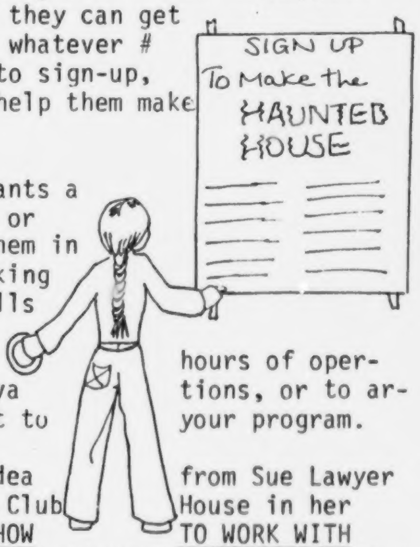
Ask the school-agers themselves!

* Use a questionnaire, especially when the child enters the program and at the beginning of a new year. Try the questions in this column.

1. If you could do anything you want out of school, what would you do? Describe it.
2. What activity in the whole world would you most like to do?
3. What is your favorite thing to do out of school?
4. What is you least favorite thing to do out of school?
5. When you are not in school, what are the things that your friends do that you wish you could do?
6. What are you good at?
7. What do you think you're horrible at?
8. What do you wish you were better at?
9. What do you wish you could do that you don't know how to do?
10. What do you love to do at school?
11. What do you hate to do at school?
12. What do you do in school that you would like to do out of school?
13. What do you like to do around the house?
14. What do you hate to do around the house?
15. What do you like to do with your family?
16. What would you like to change that you now do out of school?
17. What do you do each season? How would you change these things if you could?
18. What places around where you live would you like to go to more often?
19. What is your best time of day? Why?
20. What is your worst time of day? Why?

* Hold a group meeting - brainstorm ideas for things to do. Accept all ideas at first. Make a list of every idea without negative or positive comments. Then eliminate any ideas that are impossible, unsafe, too expensive, too far away, not enough interest. What's left is a list of sure-to-be successful experiences. You may want to have group meetings at the beginning and middle of the year and before summer.

* Have children post a sign-up list for an activity they would like to happen. Tell them if they can get 5 people (or whatever # you choose) to sign-up, then you'll help them make it happen.



If a child wants a special trip or event, put them in charge of making the phone calls for information: cost, hours of operation, reservations, or to arrange a visit to your program.

NOTE: This idea from Sue Lawyer of the Club House in her book "HOW TO WORK WITH SCHOOL-AGE CHILDREN AND LOVE THEM."

* Start doing an activity yourself or with just one or two children, instead of gathering all the children around you before starting an activity. This approach allows the children to first observe how the activity is done. Since schoolagers have a strong fear of failure, especially in front of peers, observing an activity first gives them the added courage to try an unfamiliar task. It also helps you to avoid the frustration of getting everyone's interest. If the children don't become interested in trying an activity, using this approach, discard the activity or put on hold for another day.

(These questions from School's Out - Now What? by Joan Bergstrom, available from School Age Notes. Price: $10.95 + $1.50-shipping)

ACTIVITIES

PEOPLE SCAVENGE*

This game is similar to the traditional scavenger hunt, but instead of looking for and collecting a list of strange objects, the school-agers hunt and collect tidbits of information about each other.

The object of this game is for the children to get to know each other and to lay the groundwork for community-building within your program.

MATERIALS NEEDED:

List of questions - see sample in next column; have a copy of the list for each child.

WHAT TO DO:

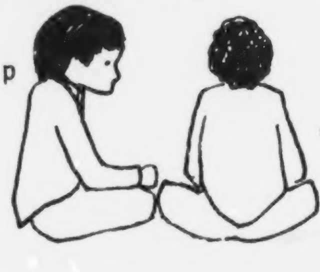
Give each child a list of questions with the following directions:

1. Find someone in this group who can answer each of the questions. Write their name beside the question.
2. No more than two questions can be answered by the same person.
3. Try to have every person answer at least one question.
4. Anyone, including child care workers & yourself, can be put on the list.
5. You may move about the room and talk in low volume to anyone.
6. When the music ends *(or any other signal you devise)*, return to your seat.

NOTE: For children with limited reading skills, try

* Drawing pictures, rebus-style on the list.
* Reading each item aloud to whole group before starting.
* Pairing each limited reading child with a proficient reader.

This activity will also help you learn more about the special interests and talents of individual children.



Sample list of questions *(Vary this as appropriate for your group. Have at least one question for every child. That is, if you have 15 children, have at least 15 questions.)*

Find someone who:

____1. plays more than one sport.

____2. lives in a home with a 2nd story.

____3. has lived in more than two states.

____4. has a pet other than a cat or dog.

____5. has read a book for fun this week.

____6. can breakdance.

____7. saw the same movie twice this month.

____8. can count in a language other than English.

____9. has blue eyes.

___10. lives with their grandparents.

___11. knows how to swim.

___12. does chores at home.

___13. can name 4 Saturday morning cartoons.

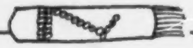
___14. has built something out of wood.

___15. can name the mayor of the city.

---

* *Based on article "For Openers, Try A People Scavenge" by Thomas N. Turner*

CURRICULUM CORNER

GET ACQUAINTED	People Scavenge. *(See p.8)*	Discovery Interviews *(See p. 11)*	"ME" Dolls. *(See p.11)*	Make replicas of school (room, center, etc.) with a cardboard box. Decorate with details to look like the real thing.	Make cartoon strip of first day of school-age program. Celebrate Mickey Mouse's Birthday, (Sept.19)
NATIVE AMERICANS	Popcorn and Peanuts for snack. Discuss other foods introduced by Native Americans.	Sundown Dance. *(See p.4)*	Make maps. Map out different Native American tribes in your area.	Trail signs. Split children into 2 groups. Have 1 group take a walk leaving trail signs. Have other group follow signs.	Mexican Independence Day. Make nachos or quesidillas.
	Beadwork. Using small colorful beads decorate plain purses, wallets, cubby boxes, or make jewelry. 	Make up symbol code to fit with now (1985). Use code to communicate through signing, writing or drums.	Make drums. Cover open end of old coffee can with inner tube rubber as tightly as possible & secure the rubber with heavy cord.	Table Top Indian. *(See p. 4)*	God's Eye Weaving! (Mexican & Pueblo Indians) *(See p.4)*
INDIA	Discuss differences between American Indians & Hindu Indians.	Learn basic yoga moves. See: Imagine That! A Child's Guide to Yoga by Kenneth K. Cohen (Santa Barbara Books).	Ghandi's Birthday (Oct.2) PLAY "Tug of Peace."	Room weaving. *(See p.4)*	Prepare saffron rice dish. Why is the rice bright yellow? (Saffron is a spice available at many international stores).
HERBS	Research herb at library. Which kind to grow? Which like sun? Which need lots of water? Which can be used for healing and health.	Visit local herb garden or health food stores. Buy samples of herbs.	Plant herbs in pots (use later for cooking projects).	Tea party (taste different herb teas. Make herb cookies).	Using old herb catalog make poster categorizing herbs.
HALLOWEEN	Make Haunted House - use several large appliance boxes.	Junk Sculpture. Use string, nails, pipe cleaners, tape, wire, etc. Construct on wood.	"Spooky" Stories. *(See p.3)*	Make-up masks. *(See p.3)*	Halloween "Treat" Party. *(See p.3)*

NEWS UPDATE

CHILD CARE INSURANCE CRISIS*

Child care has been experiencing a liability insurance crisis over the past few months. Many day care programs have lost their liability insurance or have had substantial rate hikes. A cover story in USA Today (June 27, 1985) featured an individual case in California where one child care providers's premiums increased from $10,167 to $31,167, resulting in the closing in the center. Child Care Action Campaign (an organization working with child care leaders and the insurance industry on this problem), and CCIE (Child Care Information Exchange) sent out 1200 questionnaires to child care providers and found that 17% of centers responding had their insurance cancelled or not renewed and 36% have had their rates increased from 100% to 500%. Fourty-eight percent reported no significant problem with their coverage, but 40% of those reporting no problem are insured by companies which have recently chosen to stop insuring child care centers or make major changes in their policies. The survey also found that family day homes are also experiencing many cancellations and are having more difficulty than centers in finding new coverage.

Why is this insurance crisis happening to the day care community?

The insurance industry itself has been having some hard times, experiencing a crisis of lower profits over the past 4-5 years. Increasing rates, more restrictions on policies, increased deductibles, reduced coverage, and stricter underwriting requirements have been the results of this crisis.

Child care appears to be viewed by the insurance industry as a low profit or high risk business. This is not, though, backed up by facts. Little information is available from the insurance industry on child care liability loss statistics. The CCIE survey found that no high dollar claims had been filed by providers surveyed. Also interviews with insurance agents found that liability claims from the child care community were rare and settlements were not especially large. Thus it is questionnable that child care is a high risk business.

Adding to the problem for child care liability is the recent negative publicity concerning several cases of child-molestation by child care providers. This has added to insurers' view of child care as high risk. It appears that no pay-offs for sexual abuse or child molestation cases have materialized (USA Today, June 27, 1985). But many insurers have nonetheless used this emotional issue as a basis for cancellation, rate increases, tougher qualifications, and exclusions of physical and sexual abuse in their coverage.

What are the solutions to this increasing problem?

CCIE (July'85) outlines 4 basic approaches identified as possible solutions:

1) Experience-based rates - this approach calls for insurance companies to compile sound actuarial statistics to use in negotiating coverages and rates. This would result in rates being based more on fact than emotion.

2) Group insurance policies - insurance is offered through a creditable organization. For example, NAEYC has worked out an agreement with Market Dyne International to offer coverage to NAEYC member through Insurance Corporation of North America (INA).

3) Self-insurance groups - here a large number of providers join together to insure themselves. This has already been achieved by some doctors, lawyers, and the construction industry.

(cont'd on p.11)

ACTIVITIES

"ME" DOLLS

WHAT'S NEEDED:

Light-colored cloth (4 yds. for each child)
Thread, needles, straight pins
Pencils or pens
Scraps of cloth, cut up nylons or other stuffing material
Scissors
Yarn, marking or drawing pens

WHAT TO DO:

1. Fold material in half for double thickness.
2. Place material flat on floor.
3. Lie on back on top of cloth, with arms and legs extended out.
4. Have another person trace outline of your body onto cloth.
5. Cut out your "body."
6. Pin and sew both layers of "body" together, leave 2-3 inches open on head, arms, legs, and sides for stuffing.
7. Stuff.
8. Sew open areas closed.
9. Add "hair" and facial features as desired.

NOTE: These "ME" dolls can be used as:

Pillows . . . Puppets

Conflict Resolution Helpers - Using the "ME" dolls to verbalize conflicts can often make it easier to express true feelings. The shy, reticent, and hesitant become braver and more vocal.

DISCOVERY INTERVIEWS

Another way school-agers can become acquainted with each other is through interviews. The completed interviews may be used to put together a mock documentary television series on your program's school-agers or put together a "Hear All About It" newsletter.

Some school-agers will enjoy tape recording the interviews, especially with a microphone attachment. Others will enjoy the traditional pen and paper recording method. In small groups, come up with possible questions to ask during the interviews. Some suggested questions follow, but the the school-agers themselves will suggest many of the best questions:

* Where and when were you born?
* Who do you live with?
* Where do you live?
* Do you have a big or little house?
* If you could have three wishes, what would they be?
* What's your favorite color?
* Do you have any pets? What kind? What's it's name?
* Do you have any brothers or sisters?
* Is your mother strict? What are your parents like?
* Can your friends come to your house?
* What's your neighborhood like? Are kids nice?

+++

(cont'd from p.10)

4) Assigned risk pools - insurance commissions in individual states might work with companies to set up insurance pools for centers (like assigned risk pools for poor drivers).

As the child care industry looks to achieving some of these long-term solutions, providers can take some short-term steps. Work closely with your insurance agent (who you totally trust or find a new one) and check on your renewal prospects and review your coverage. (A good resource for information in general on insurance for child care is article "Liability Insurance Guide for Child Care Centers" in CCIE, May 85). Most of all, keep informed of this rapidly changing situation.

by Nancy Ledbetter

**Parts of this article were adapted from "Yes, We Have No Insurance: A Bad Problem Getting Worse" by Jim Strickland and Roger Neugebauer in CCIE, July 85.*

PARENT'S CORNER: A PARENT HANDOUT

A PARENT'S IMPRESSION OF THE FIRST DAY AT THE KIDS' CLUB*

7:30 a.m. - 8:15 a.m.

Arrived at Kids' Club with my kindergartner, prepared to spend the day helping the staff.

Answered lots of parent questions and greeted the kids.

Amazed at the number of kids in the room.

Spotted a few anxious parents and imagined their concern about leaving their little one amongst all the chaos. Suggested they try the Arts & Crafts room for a quieter environment.

Helped some kids find their lockers.

8:15 a.m. - 8:40 a.m.

Supervised the afternoon kindergartners while the staff lined up the kids by school and walked them to the door.

Discovered two first graders amongst the kindergartners and rushed them to the door. Found out one really was a kindergartner.

8:40 a.m. - 9:00 a.m.

Drove two kids to their schools who didn't make their bus connection.

9:00 a.m. - 11:00 a.m.

Met staff member who arrived for the later shift. Impressed with how friendly and lively they are.

Helped make name tags for the afternoon kindergartners who didn't have one.

11:15 a.m. - 11:45 a.m.

Watched kids rest on pillows and mats for a while. Delighted to see the staff call them one by one to have their faces washed, shirts tucked in, etc. It cured my fear that my daughter wouldn't be as neat and clean at school as when she left home in the morning. Saw this group off on the bus.

12:30 p.m. - 2:45 p.m.

Heard about a successful search party after a kindergartner had gotten off the bus at home. A teacher drove there to get him. Their check-in program really works and the teachers are extremely conscientious. The bus driver now knows that that little boy goes to Kids' Club.

At 1:00 Linda Sisson said, "Well, we're about a third of the way through the day. Wait till we have over 100 kids arrive after school." She was right.

3:00 p.m. - 5:00 p.m.

Fortunately, the buses were well spaced & the kids came in waves. Each staff member was in their assigned place. I covered the phone & helped in the hall. Those lockers were hard to find. At least that will be easier after the first day.

Amazed at how well the kids were organized into groups & started into activities. The waves of children coming down the hall dispersed & were having fun in their own smaller groups.

Talked to parents picking up their kids. They have to learn the routine, too, -- where the rooms are, sign-out, mail pouches, etc.

The experienced staff members talk about how everything flows so much smoother once the routines are established. The kids know what to expect & where things are & the staff knows all of their names & personalities.

What an interesting but exhausting day! Working with kids all day is hard work.

by Barb Kiedrowski (Parent of child at Kids' Club, a school-age program in Edina, MN.)

TRENDS

OUR HOSTAGE KIDS: PART-TIME CHILDREN, PART-TIME ADULTS

by Rich Scofield, Publisher

Many "latchkey children" are, in effect, being held hostage. They stay behind bolted doors, not allowed to play with friends, nor enjoy the outdoors, nor explore their neighborhoods. Developmentally, these children have only a child's cognitive ability but have adult responsibility thrust upon them; responsibility that often is above their developmental ability.

The plethora of books and articles on "how-to be safe and have fun being a latchkey child" have continued unabated while there is still a scarcity of after school reference materials.

This emphasis on self-care skills rather than supervised care misleads the public into complacency over the "latchkey problem."

Self-care for elementary-aged children is not a safe choice for an after school care arrangement. Self-care should not be encouraged by the media and by communities through survival tips and "warm lines."

Phone hot-lines and survival skills courses should be considered only part of a comprehensive community-wide program for "latchkey children." The ultimate goal is adult supervision.

Community projects that limit their goals to only stop-gap measures are legitimizing self-care and promoting neglect. Self-care for children 5-11 years old is not defensible from what we know about the developmental abilities and limitations of this age group. Many communities are extending the concept of the need for adult supervision through age 14 or 15 based on statistics of teen pregnancies, drug abuse, and juvenile delinquency.

Let's work together to put our resources toward the goal of safe, enriching care rather than perpetuating self-care as acceptable. Let's give back to latchkey children their childhood.

From *HALF A CHILDHOOD: Time for School-Age Child Care*

Children without supervision are in danger. It is not fair to children for us to say, "Children are home alone; we must teach them to cope." If we continue to promote programs to teach survival skills to young children who are left alone, we will simply come to believe that self-care is an acceptable child care option. It is not.

It is deceiving to parents to be told from popular sources that survival skills will protect their children.

Of course there are emergency situations when children may be home alone. But should every day be such an emergency? No.

Of course, children can learn survival skills for when they are home alone. But should every day be a fight for survival? No.

From *"John Merrow on Self-Care"*

Terms like "Self Care" and "Survival Skills" may make working parents feel better about having to work, but they are linguistic copouts that obscure a serious and widespread evasion of social responsibility that threatens many of our children.

"Self Care" and "Survival Skills" are verbal smoke screens. It's time for community action, for all our children.

ADMINISTRATIVE NOTES

BITS & PIECES

Infectious Disease & Critical Health Care Issues in Preschoolers

One day symposium will address issues such as new vaccines (H-flu), hepatitis, diarrheal diseases - October 31st - New York Tech, Long Island NY, $30

Contact: Jill Rooney, Harbor Day Care
Herricks Rd, New Hyde Park, NY 11040
(516) 248-7048

++

School Age NOTES on the Road - - - Rich Scofield will be in:

Chicago, Oct. 5th, Keynote Speaker N.W. Assoc. of Nursery Schools

Nashville, Oct. 9-11th, Tenn. Assoc. on Young Children - workshop - SACC: Keeping your sanity by working with, not against, the developmental needs of 5-12 year olds.

Chicago, Oct. 27th, YMCA - Luncheon Speaker - Program development that meets child development needs.

New Orleans, Nov. 15th, NAEYC - workshop - SACC: Programming and Developmental Considerations

++

NEW BOOK on Indoor Games added to our resource list - games that are great anytime of the year.

***The Incredible Indoor Games Book $11.95 by Bob Gregson (author of The Outrageous Outdoor Games Book)

"No matter what the weather you'll always be ready with these 160 engaging and fun games and activities." Many spur of the moment games as well as some plan-ahead activities. Appropriate for kids 6 to 16. All of these games are simple enough to learn quickly, yet substantial enough that kids will want to play them again & again. See next page for order information and shipping charges.

Price Increases

The publisher has increased the prices of the following:

Please Don't Sit on the Kids	now $9.95
The Outrageous Outdoor Games Book	$11.95

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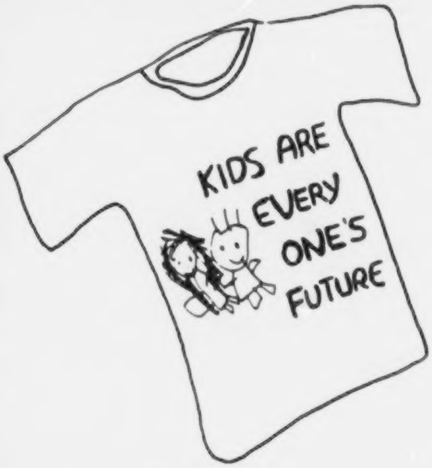

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___Sticks & Stones & Ice Cream Cones	8.95
___The Big Book of Recipes for Fun	12.95
___Kids' Kitchen Takeover	6.95
___Hug A Tree	8.95
___Make Mine Music	5.95
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NEW ___Incredible Indoor Games Book	11.95

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___B. Vol. V	$11		

Special Offer

___Volumes 1 & 2	$16.95
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___All 5 Volumes	35.95

SCHOOL-AGE CHILD CARE

___HALF A CHILDHOOD: Time for School-Age Child Care	$10.95
___School-Age Child Care: An Action Manual	16.95
___School-Age Child Care: A Policy Report	10.00

PARENT RESOURCES & ADMINISTRATION

___School's Out - Now What?	10.95
___Survival Kit for Directors	5.95

HEALTH & SAFETY

___A Sigh of Relief: The First-Aid Handbook for Childhood Emergencies	12.95
___A Kid's Guide to First-Aid: What Would You Do If...?	4.95
___Blood & Guts	6.95

CHILD GUIDANCE & RELATED ACTIVITIES

___Please Don't Sit on the Kids: Alternatives to Punitive Discipline by Clare Cherry	9.95
___Creative Conflict Resolution	10.95
___Survival Kit for Teachers & Parents	11.95
___Self-Esteem: A Classroom Affair Vol. 1	8.95
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RESOURCES

SCHOOL-AGE CONFERENCE

Sponsored by the School-Age Child Care Project, Wellesley, MA, this conference: "The Art of the Practitioner: A Regional School-Age Training Conference" will take place December 5-6, 1985 at the Baltimore Plaza Hotel in Baltimore, MD. Session topics include Child Development, Designing and Operating Programs, and Parents and Staff Relations.

Cost: $100 - includes one reception, one lunch, one copy of conference material and attendance to all conference sessions.

Contact:

Ellen Gannett
School-Age Child Care Project
Wellesley, MA
(617) 431-1453

OR

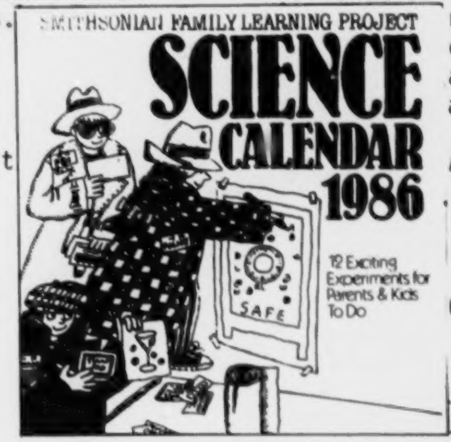
Barbara Elder
Institute for SACC
Baltimore, MD
(301) 669-9000

RESOURCES

SCIENCE PROJECT CALENDAR

The Science Calendar features twelve unusually innovative science activities, one each month. Each has clear easy to follow instructions and an "Afterwards" which gives background to the science involved.

Activities include making a periscope and "movie" glass from sugar; building unusual kites and a pantograph from cardboard that allows you to enlarge or reduce drawings. Also, discovering the science of fingerpainting; tracking the night sky with blueberry pancakes, making litmus paper and five other wonderful activities.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THE TEACHER SHORTAGE: THE NEXT CRISIS IN CHILD CARE

BY RICH SCOFIELD

The child care world is still reeling from major crises in sexual abuse and liability insurance. Now the next crisis has already arrived.

- -

From School Age NOTES July/August 1983

TRENDS TEACHER SHORTAGE

The current mini baby boom and fewer graduates choosing teaching as a career will create a teacher shortage in preprimary and elementary grades between 1986 and 1990 according to a government report. The Nat'l Assoc. for Elementary School Principals predicts grade school enrollments will increase in 2 years from the current 29 million to 34 million by 1985. Not only are fewer graduates choosing teaching but there will continue to be fewer 18 year olds in the general population because of the low birth rates of the late 60's and early 70's.

How will this affect child care?

Preschool and school-age programs currently depend upon many people trained as school teachers who could not find school jobs. Our field also depends on young people. In the next few years as the need for teachers increases those people in day care with teaching degrees are likely to leave child care for the better salaries and vacations of school classrooms. Day care will no longer have access to unemployed teachers. Also the pool of young people available will be smaller. At the same time the number of children needing preschool and school-age care will increase.

A crisis in staffing child care will parallel the teacher shortage. What may occur is a boost in day care salaries to attract or keep degreed teachers and young workers. (Although, it is difficult to see how day care salaries and hours could ever compete with those of public school teachers.)

If salaries are not boosted, then day care will have to rely on less qualified staff than currently are in the profession.

- -

Written two years ago, the prediction of the teacher shortage reported in School Age NOTES has become a reality in many areas of the country. We have been receiving reports of an upsurge in the difficulty preschool and school-age programs are experiencing in attracting staff.

The following are the most recent predictions and facts regarding unfilled teaching slots and the decline in young workers:

- The teaching force is aging and many will soon retire. Others are defecting from the profession because of the "burn out" that comes from low pay, low status, and poor working conditions. Researchers estimate that 40-50 percent of the men and women employed as first-year teachers in 1982 will leave teaching within 7 years under current conditions.

- 35% of San Francisco's teachers were slated to retire in 1984.

- Fewer new teachers are hired because of declining birth rates, low pay, low prestige, and many more avenues open in the business world for women who traditionally taught in elementary classrooms.

- The AFT reports that in 1972, there were 317,000 education majors among college students. In 1984, the number had fallen to 146,000 - more than a 50% decrease.

- College enrollment this year will dip slightly to 12.2 million.

- The population aged 16 to 19 has declined from 16.6 million in 1980 to 14.5 million now.

- Six million fewer teens are predicted by 1990.

HOW BAD IS IT?

The AFT reports the following staggering statistic. In 1981, only 1.3 percent of all graduating education majors had concentrated in science and math. This number means that there was less than one math or science teacher produced for every 10 school districts in the United States.

According to the National Center for Education Statistics and other demographers the following shortfalls of teachers are predicted:
- 12,000 teachers short this year
- 28,000 by 1987
- 49,000 by 1990
- 72,000 by 1992
- 78,000 by 1993

WHAT'S THE BOTTOMLINE?

"Terrific labor shortage for the rest of the century."
"Most businesses will face problems stemming from the fact that the number of new employees entering the workforce will not keep pace with the growth in the number of entry level jobs."
"In the 1990's most employers will find themselves paying premium wages for inept employees at entry-level positions."

THE DOUBLE WHAMMY

The teacher decline affects director and lead teacher positions. However, the increase in service jobs needing young people and the decline in the number of young people (which is one of the many contributing factors to the teacher shortage) directly affect the number of people available as aides in child care and other ancillary positions (i.e. secretaries, cooks, custodians). Thus, shortages in all positions in child care will exist.

HOW ARE SCHOOL SYSTEMS DEALING WITH IT?

- Asking retirees to return to classrooms
- Recruiting from other professions and putting them through 2-week crash courses
- Asking returning Peace Corps volunteers to teach in New York City for free tuition at Columbia University Teachers College
- Importing math and science teachers from West Germany

THE FUTURE

Increase in enrollments should drop off sharply starting in 1991 according to a Rand Corporation demographer. However, that enrollment bulge will affect after school programs for several years after 1991.

Two other likely victims of the teacher shortage may be the better schools programs and public school for four-year-olds. Both ideas already have a myriad of hurdles to cross. And both ideas require massive infusions of money without having a teacher shortage to deal with.

WHAT CAN WE IN CHILD CARE DO?

The January/February issue of School Age NOTES will examine "Solutions for Child Care."

ACTIVITIES

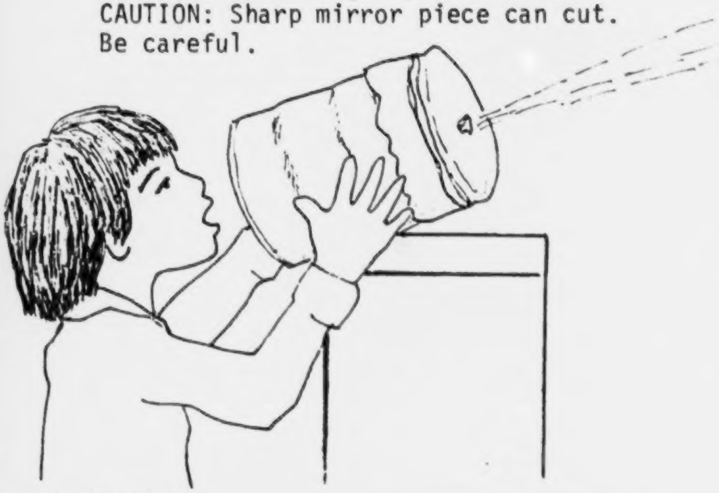
SOUND SCOPE*

MATERIALS NEEDED:

large balloon
coffee can
rubber band
tiny piece of broken mirror ½ cm (about ¼") square
white glue

HOW TO MAKE:

1. Blow up the large balloon and leave for 2-3 hours to stretch the rubber.
2. Remove both ends of coffee can.
3. Prick stem end of balloon to let air out.
4. Cut large circle of rubber from balloon.
5. Stretch rubber over one end of coffee can.
6. Put rubber band over balloon circle and coffee can end to hold balloon circle in place. Two people may be needed to do this.
7. Glue mirror piece to stretched balloon surface, slightly off center. CAUTION: Sharp mirror piece can cut. Be careful.



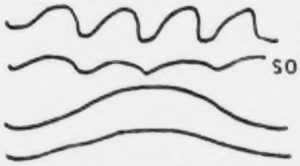
WHAT TO DO:

1. Hold soundscope to window to catch sunlight on mirror and its reflected spot onto a shaded wall.
2. Shout, sing, groan, or make whatever sounds into open end of can.
3. Note how the reflected sunlight moves on the shaded wall.

WHAT TO DO (cont'd):

The rate at which the reflected sunlight moves is the frequency or pitch of the sound.

The distance it moves is the loudness.



NOTE: Suspending or propping the soundscope may help maintain the position while noises are made.

**THE SCIENCE BOOK* by S. Stein, p.180*

HOW TO REFLECT SOUND

MATERIALS NEEDED:

newspaper
scissors
tape
broomstick or dowel same size as broomstick
watch or clock with a loud tick
cardboard (8" x 10")

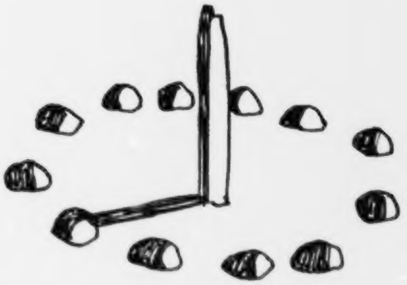
WHAT TO DO:

1. Make two paper tubes by rolling newspaper around a broom handle.
2. Hold watch at one end of tube. Direct other end of tube toward cardboard. (Cardboard is a sounding board.)
3. Have second person hold second tube to ear while holding other end toward sounding board cardboard.

Experiment with different positions of the tubes to see how easily sound waves can be reflected.

ACTIVITIES

SHADOW STICK



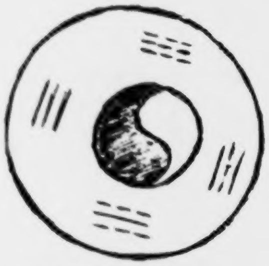
HOW TO MAKE:

Outdoors on a sunny day, place a stick in the center of a ring of 12 stones, equally distant from each other. Every hour, the shadow of the stick will fall on another stone. This marks the passage of time just as the hour hand on a clock does. Discuss the concept of time and the movement of the sun in relation to time.

KOREAN COAT OF ARMS

MATERIALS NEEDED:

construction paper
cardboard or tagboard
glue, scissors



WHAT TO DO:

1. Cut out circle of cardboard or tagboard.
2. Cut out construction paper in shapes on pattern.
3. Glue cut-out shapes onto circle.

RACE AGAINST TIME

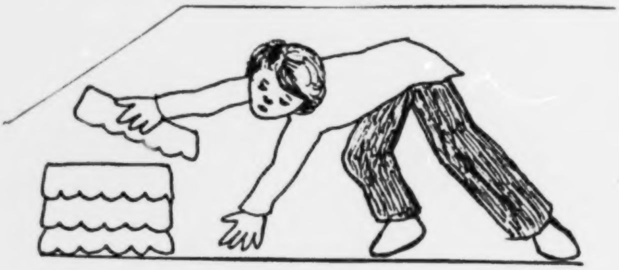
MATERIALS NEEDED:

36 egg cartons
Stopwatch or watch with minute hand

HOW TO PLAY:

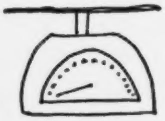
1. Stack egg cartons 6 high by 3 wide.
2. Starting line is 50 feet away.
3. Each child races from starting line to store (egg cartons); picks up one carton, returns to starting line and restacks cartons.

Have each child time how long it takes to do this. Have them try to beat their own first time.



WEIGHING AND MEASURING IN METRIC

Distance:
1 inch = 2.54 centimeters
1 yard = a little less than 1 meter
100 cm = 1 meter (39 inches)
1000 meters = 1 kilometer
25 miles = 40 kilometers



Weight:
1 kilogram = 2.2 pounds

Volume
1 quart = a little less than 1 liter

See BIG BOOK OF RECIPES FOR FUN for activities to measure, weigh and assess time.

CONFLICT RESOLUTION

KIDS YOU DON'T LIKE

"No kid is all bad."
"Like all children equally."
"Don't have favorites."

These familiar truisms carry an implication that we must like all children. It implies that a "good" child care worker would never dislike any child in his/her care. However, "good" child care workers do dislike children in their care.

Often the underlying reasons we dislike a child is that she is a constant reminder of something we'd prefer to forget.

Example: *Your mom constantly got on you for drumming your fingers on the table. You still catch yourself doing it, especially when you're thinking through a difficult problem. Eight-year-old Maria, whom you dislike, drums her fingers on the table, especially when she's doing her homework.*

Children we dislike fall into 4 categories:

1. have physical characteristics that are repulsive to us
   - constantly "runny" nose
   - extremely tall and "gangly," etc.

2. have physical behaviors that drive us crazy
   - stick out tongue at others
   - drum fingers
   - rock back and forth
   - whistle frequently, etc.

3. have emotional need that manifests itself in set of operating behaviors
   - the child who constantly whines
   - the bully
   - the class clown
   - Mis Prissy, etc.

4. have intellectual behaviors that make us feel less capable
   - challenge our in information in front of others
   - constantly have more info than we do on any and all topics, etc.

DEALING WITH A CHILD YOU DISLIKE

* Admit to yourself your feelings of dislike for a particular child. Accept these feelings as natural and okay. No one likes everyone all of the time. The basis of friendships and relationships is that people like some people but not others.

* Identify what it is that triggers the dislike for the child. If it is a common "fault," like drumming your fingers, talk with the child about this "fault" with an attitude of helping each other.

* Help the child to change negative behaviors that are changeable. The child child with the constantly runny nose will be helped by you if you suggest tissues and if you discuss with a parent possible causes and solutions for alleviating the child's condition. The whiner can be helped by gently and lovingly echoing how he sounds; by having him repeat his requests in a non-whining voice; by informing him you will ignore all "whiny" conversation and by following through by ignoring his whining.

* Discuss in a group such topics as, "What do you like about your friends?" or "What do you do when you dislike someone?" or "Can you really like everyone? Why? Why not?"

Even with all this, you will continue to have children in your care whom you will dislike You may wish it was not so. You may feel guilty. But disliking someone, even children, is as much a fact of life as liking someone, even children.

ACTIVITIES

VISITS TO RESTAURANT KITCHENS

A visit to restaurant kitchens can offer school-agers much information about jobs and careers. Prepare for the visits by putting together a list of questions to find answers either before or during the visits. Questions could include:

What kind of education do you need to work in a fast food or gourmet restaurant? to cook?
How much do you get paid?
What does a chef do?
What other jobs besides a chef or cook are there? Be sure to ask about restaurant managers.
Did you go to a cooking or chef school?
What schools would you recommend?
How did you get this job?

Use this information to have the children make a booklet on cooking as a career. Also include more information about cooking and chef schools: locations, sizes, times required to complete course, tuition costs, helpful or required high school classes.

HOLIDAY RECIPE FILE

MATERIALS NEEDED:

file cards 3 x 5
special holiday recipes
colored pencils or pens or typewriter

WHAT TO DO:

1. Collect special holiday recipes from family and friends. Be sure to end up with recipes from different countries and ethnic groups.
2. Copy recipes onto file cards. Use holiday colors to print with or type. Decorate with holiday drawings.
3. Punch hole in top left corner of each card.
4. Tie together with holiday ribbon or yarn.

Note: Check SUPER SNACKS by J. Warren for many holiday recipes.

TRENDS

WHAT'S HOT WITH THE SCHOOL-AGERS?

For Boys: Rambo, Hulk Hogan, and pro wrestlers in any form of toys, clothing, and lunch boxes. (Whatever happened to the peace movement?)

Still popular - Voltron, Go-Bots, and Transformers (those incredible toys that look like radios, vehicles, or other innocent objects and then change into all-powerful super robots.)

For Girls: Friendship pins on shoelaces are "out" and plastic charms stuck anywhere are "in."

Plaids, stirrup tights, and neons are also "in" wear.

While the Care Bears are still lingering around, the Cabbage Patch Dolls are dead.

xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

RENEWED YOUR SUBSCRIPTION TO SCHOOL AGE NOTES?

If you have, and are now getting two issues when you should be getting one, please let us know. We'll correct this and make sure your renewal is extended the full year.

Any other problems or concerns about your subscription? Call or write us and we'll correct immediately.

DEVELOPMENTAL NOTES

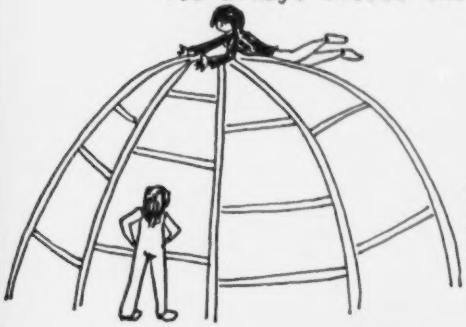
"YOU ALWAYS CHOOSE THE BOYS"

Children "listen" more to action than to words. That is, they form their impressions, interpretations, and understanding of the people and world around them by what is done rather than what is said. The younger they are, the more this happens.

Thus, the child who isn't chosen for something or is disciplined may try to think of a reason why the caregiver doesn't like him/her. It is easier, in the child's mind, to blame the caregiver than to accept the fact that not everyone can be chosen or that they were not following the rules and must accept the consequences.

The child may pick a reason of prejudice on the part of the caregiver. How many times in the same afternoon have you heard:

"You always choose the girls."
"You always choose the boys."
"You always choose the younger kids."
"You always choose the older kids."



"The boys always get to use the climbing dome."

Protests about sex and age discrimination (whether real or imagined) are usually voiced to caregivers. However, feelings of racial, ethnic or economic discrimination are only voiced among their peers.

Generally it is the group with which the caregiver is identified that is the easiest for another child to accuse that favoritism is being shown.

"Mr. Smith always chooses the boys."
"Mr. Ramirez never chooses the Anglos."
"Igor always chooses the Russian kids."

For the caregiver who is not aware of categorizing the children - boys-girls, black-white, etc., stop and categorize. Notice if subconsciously you are choosing the boys more often than the girls, etc. Go over the list of children. Ask yourself:

How many times have I done something special with this child?
How many times have I left this child out? Why?

Next, make a conscious effort to choose children fairly - an equal distribution of boys, girls, ethnic groups, younger children, older children. This may feel uncomfortable at first but soon will become a habit.

Sometimes a child is not chosen because they get picked up early and would not have time to finish the project, be back at the center, etc. Sometimes, a child is not chosen for a leadership or responsible task because the child has not followed through and completed a previous task.

Let children know the reasons for your actions, and work with and set up conditions to be chosen another time. For example, the children who go home early might arrange to go home later one afternoon, so they could run off copies of the parent newsletter.

Another way to avoid and minimize children's misinterpretations of caregiver's actions is to verbalize - talk out loud - to children about how a specific decision is made.

For example, loud enough for other children to hear, "LiSu, your mother doesn't usually get here until closing and you've finished making your Korean mask, right? That gives you time to do something else. Carry these bags of egg cartons back to the storage area. Put them beside the orange cabinet."

ACTIVITIES

CHANUKAH

Also called Festival of Lights, this Jewish holiday celebrates the winning of a fight for religious freedom 2000 years ago. Celebration begins Dec. 8 this year and lasts 8 days. One candle is lit each day and candles are kept in a special candle holder called a menorah.

Special Activities
Make a menorah, candles, a driedel cake and a paper dreidel (spinning top).

ST. LUCIA'S DAY

This Swedish celebration or Festival of Lights is on Dec. 13th. Lucia is supposed to be the saint that brings in the Christmas season and the longer, colder days of winter. Swedish tradition is that the children serve a breakfast of cat-shaped buns with raisin eyes and coffee to their parents. One daughter wears a crown of evergreens and candles and carries the food on a tray.

Special Activities
Make cat-shaped buns with raisin eyes.
Make real candles and paper crowns with candles.
Act out this tradition as a play and serve buns and coffee or cocoa to the audience.

BOXING DAY

Wrapping Christmas boxes to give to public servants on Dec. 26th is a tradition in England.

Special Activities
Make a list of "public servants" and decide what gifts to give them.
Make small gifts (cookies, candles, clay statues, book marks, coupons for free car wash).
Make your own wrapping paper.
Wrap and give gifts. Be sure and say: "Happy Boxing Day!".

KWANZA

An Afro-American celebration, Kwanza means first fruits and begins Dec. 26th, lasting seven days. Each day a gift of idea is talked about and celebrated. One candle is lit each day. On the seventh day, small gifts are given and a big feast is shared. Ideas thought about are: Dec. 26 - unity; Dec. 27 - self-determination; Dec. 28 - group effort; Dec. 29 - group economics; Dec. 30 - creativity; Dec. 31 - purpose; Jan. 1 - faith.

Special Activities
Invite a guest who has celebrated Kwanza to share the ideas, songs and dances.
Make candles.
Find out why first fruits is important to this celebration.
Have a Kwanza feast.

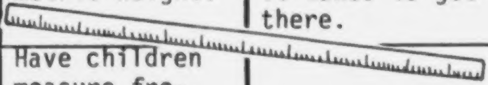
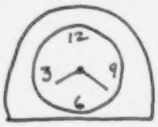
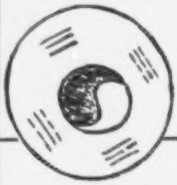
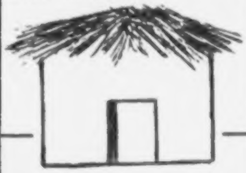
POSADAS

This is a Mexican or Spanish American celebration of the Advent Season - the coming of Christmas. It begins December 16th. Families, neighborhoods and even the whole community may be involved. Posadas means lodging. Families act out the traditional story of Mary and Joseph (parents of Jesus) seeking lodging in Bethlehem before Jesus was born. Two children carry statues of Mary and Joseph from house to house seeking a place to stay. At each house, the lights are out and the couple is sent away. At the last house, the lights come on and the children are invited in. Singing and music playing are often a part of the search for lodging.

Special Activities
Make clay statues of Mary and Joseph.
Create a village of Bethlehem.
Do a play of this special Mexican celebration. Have a feast at the last "house."
Make a nativity scene out of cardboard, "hay," clay figurines.

***Check out I CAN MAKE A RAINBOW, BIG BOOK OF RECIPES FOR FUN, KIDS' KITCHEN TAKEOVER, and STICKS AND STONES for many great holiday activities.*

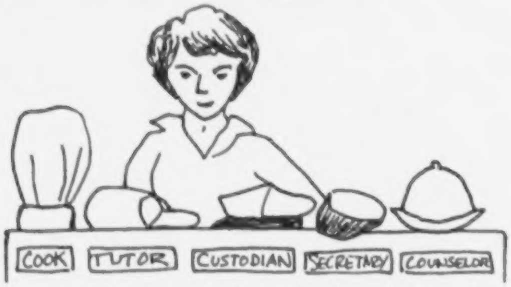
CURRICULUM CORNER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
TIME AND MEASURE	Trip to borrow or buy: Time & Measuring by A. Hall & S. Reit. True Book of Time by F. Ziner & E. Thompson. Space & Time by Bendeck	Provide measuring tools: scales, thermometers, yard sticks, measuring tapes. Allow children to measure everything. (See p.4)	Make metric measuring tape (189 cm long x 30 cm wide). Have children measure their height. Record on measuring tape	Have children weigh on a metric scale, or convert ounces and pounds to metric weight. 	Visit favorite park. Measure the distance in miles and kilometers. Observe and record time it takes to get there.
	Plant beans or other quick growing seeds. Measure daily growth in inches and centimeters and chart over two weeks time.	Make muffins or play dough. Talk about different measurements: ounces, cups, tablespoons; and time: to prepare, to bake, to eat, to digest.	Make a Shadow Stick. (See p.4)	Have children measure frequently used places: the art room, soccer field, gym, volleyball net; or throw ball and measure distance	Race against time  (See p. 4)
SOUND	Experiment with making different sounds (sad, mad, scary, loud, soft, grating). Think of & list how many sounds their bodies make.	Experiment Tell a story or message without sound (block ears). Tell a story with words only - no visual cues. Use blindfolds.	Reflect Sound Activity (See p.3)	Soundscope (See p.3)	Make a story tape using sound effects (door closing, laughter, cheering). Use beeps for page turns.
KOREA	Visit library: check out books about Korea, Korean language, and music tapes.	Make Korean Coat of Arms (See p. 3) 	Have Korean visitors from community talk to children about life in Korea.	Make model of Korean village huts out of clay and straw. 	Make Korean masks.
HOLIDAYS	Chanukah (Jewish) (See p.8)	Boxing Day (England) (See p. 8)	St. Lucia's Day (Sweden) (See p.8)	Posados (Mexico) (See p.8)	Kwanza (Afro-African) (See p.8)
COOKING	Make a holiday recipe file. Try a different holiday snack each day for a week. (See p.6)	Visit a gourmet restaurant kitchen. (See p.6)	Visit a fast food restaurant kitchen. (See p.6)	Make information booklet on cooking as a career. (See p.6)	Holiday Store Sell homemade holiday gifts - candles, cookies, menorrah, recipe file cards, statues.

DIRECTOR'S CORNER

OVERWHELMED? FRUSTRATED? OVERCHALLENGED?
LIFE AS A TEACHER/DIRECTOR

Teacher/Directors hire...fire...answer the phone...plan...train...bill...budget ...schedule...do referrals...do bookkeeping...tutor...design program...clean up ...give first aid...open/close building ...do intakes...nurture...order supplies ...make monthly reports...settle fights ...have fun...role model...transport children...take the heat...cook...do snacks...maintain waiting lists...attend training conferences...scrounge...do community P.R....serve as liaison/building/ school/principal...read professional literature...deal with custodians or be the custodian...meet with parents...identify resources...counsel...be a diplomat... support parents...do repairs...problem solve...plan field trips...evaluate... supervise children/staff...hunt for more space...change kids' pants...



The many hats of the Teacher/Director

Phew! The crux of doing a good job and feeling successful as Teacher/Director, has to do with tackling and conquering the problem of so many and so varied jobs to do all at the same time!

The Teacher/Director needs to move easily back and forth between being the Teacher, providing the care to the school-age children, and being the Director, that is, assuming and acting on administrative tasks.

Problem: While supervising and caring for the school-agers, you, as Teacher/director are frequently interrupted to answer the phone.

Problem: You have set aside 4-5 p.m. to finish the budget report for the board meeting at 6:30 p.m. The volunteer who was to help with school-agers just called to say he can't make it.

Juggling multiple responsibilities takes a three-fold approach: Delegation, Motivation, and Time Management.

DELEGATION

Share the workload with other staff; parents; board members; school-agers and volunteers. Delegation is difficult for most people. It's harder for someone new to the director role. Delegating means letting go of a little power of your position as director. Trust in others to responsibly carry out the task if necessary. Usually a new director has not mastered the jobs yet. Therefore, they are hesitant about handing unmastered tasks over to someone else. Often, a new director has to do many of the tasks first, feel comfortable with what is involved, then begin by delegating parts of that job. In the school-age field, turnover of directors and staff is high. Survival for the Teacher/Director means learning to delegate fast!

What if you are supervising the children, and a parent drops by to learn about the program? How does delegating help you perform these two tasks at the same time and feel successful at both of them?

Several options are open:

*Ask the parent to join you and observe the program in action; have the children tell about what they do and like. Afterwards, give the parent some written information on the program. Arrange for them to come back at a time you do not have direct care of the children.

(cont'd on p.11)

*Have a staff member, board member, volunteer or school-ager give the parents a program tour.

*Arrange for someone else (staff, volunteers) to supervise the school-agers while you talk with parents.

NOTE: Remember when delegating different responsibilities, hold on to the jobs you like and do well; match up other jobs with people's skills and likes; divide up the jobs no one wants to do.

MOTIVATION

A large part of a Director's job involves relating to other adults - paid staff, volunteers, parents, board members - to get them to do what needs to be done. A lot of headaches and frustrations can be avoided by having effective skills in motivating others to do a good job. Great! But how do you do that?

Motivation entails helping persons to be involved in tasks or pursuits they can feel good about doing and can do well.

- Start by observing and keeping track of what people like to do and what they already do well.
- Match up people with specific identifiable skills with tasks to be done. The flattery of someone noticing a job well done motivates people to take on the responsibility where this good feeling will get reinforced.

Example: That financial report is due for the board meeting every first Tuesday of the month. One of the parents mentioned how she used to help do the financial report for the preschool program her daughter used to go to. This parent is already motivated to do your financial report.

TIME MANAGEMENT

Many excellent time management books are available. Being well organized, using time effectively can make the difference between being totally frustrated with the dual role of T/D or being challenged by the myriad of exciting expectations, tasks and adventures of this position.

A few basic techniques to start with are:

- Block out time that is devoted totally to the children, even if this is only 15-30 minutes a day. Allow no interruptions, except emergencies.
- Block out time that is devoted exclusively to administrative tasks. Even if this is only 15-30 minutes a day. Allow no interruptions - not even phone calls.
- Choose the same time each day to make phone calls. Try to make the majority of your calls during that time.
- Make a schedule of when you will be where, doing what. POST IT!
- Make a list of three administrative tasks you want to get done that day - be sure you can actually accomplish each task in the time you have. Be reality-based.
- Use a code-a-phone, a volunteer, or a school-ager to answer the phones. Return calls at prearranged or scheduled intervals.
- Use your time to get the most out of each minute. Hire persons that will save you time (therefore $) and increase the quality of the program. You may have to convince your Board of this first!

For example - one hour of a bookkeeper's services will probably free up 2-3 hours of your time for other tasks.
For example - a secretary for 1 to 1½ hours each afternoon to answer the phone, type letters, arrange the gymnastic class or run off announcements to parents can mean more quality time with school-agers and prevent burnout.

Do the jobs you can do well and can do quickly. Use contracted staff or volunteer help to do jobs that you are not efficient in doing.

These Time Management books are available in bookstores for under $4 each: How to Get Control of Your Time and Your Life, Getting Things Done, and Doing It Now.

HEALTH & SAFETY

HOW SICK IS THIS CHILD?

Seven-year old Luisa shuffles into the room, shoulders drooping, skin pale, eyes glassy. Regina, the caregiver, realizes that something is wrong with the usually bouncing and boisterous girl. She walks over to Luisa and touches her arm, noticing how hot her skin feels. "Is Luisa sick?" Regina asks herself. As a caregiver, not trained to assess health and illness, what steps does Regina need to take to determine if a child is indeed sick and what action to take. Caregivers and directors must decide if Luisa just needs to be quiet for a few minutes, or if they should call a parent whose supervisor might frown greatly on personal phone calls, or if they should take the child for immediate medical attention.

For child caregivers and directors, help is available from a 7-page booklet called "Daily Health Inspection" Guidelines which is laid out for quick, easy-to-follow use. Information includes what to look for, what questions to ask the parent, as well as what action to take. Cost: $2.50 plus $.85 for postage and handling. If you are interested in sick child care, include that in your request.

Contact: Gail Gonzalez
San Juan Bautisa Child Dev Ctr
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San Jose, CA 95122

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NEWS UPDATE

INSURANCE CRISIS

Insurance coverage continues to be a problem for many child care centers and family day homes. (See Sept/Oct '85 School Age NOTES.) Cigna, an insurance company, is working with the National Association for the Education of Young Children (NAEYC) to provide a highly restrictive liability policy for child care centers--no word on family day homes yet.

Child care insurance articles:

"Yes, We Have No Insurance" A BAD Problem Getting Worse by J. Strickland and R. Neugebauer. *Child Care Information EXCHANGE July 1985.*

Liability Insurance Guide for Child Care Centers by the Child Law Center. *Child Care Information EXCHANGE May 1985.*

Insurance Crisis Update: The Search for Solutions. *Child Care Information EXCHANGE September 1985.*

Back issues of EXCHANGE available for $4
from: EXCHANGE
P O Box 2890
Redmond WA 98073

For the latest information, contact:
NAEYC (202) 232-8777

Child Care Action
Campaign
(512) 451-7361

SLIM HOPES FOR SACC $$

From Day Care Information Service
Sept. 30, 1985

Federal $ for School-Age Child Care is dying a slow death. A new version of the Latchkey and Information and Referral (I & R) block grants is now before the Senate. It contains $3 million for latchkey and $2 million for I & R. The House version contains zero.

For more information on the history of this SACC bill, see the following articles in School Age NOTES:

School Facilities Child Care Act
January/February '84
School Age Child Care in the Limelight: $30 million Bill Passes House!
July/August '84
Don't Start Sharpening Your "Grant Writing Pencils" Yet January/February '85
News Update: $ Millions for SACC Still in Limbo May/June '85

Also see Advocating (Fighting) for Children May/June '84

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FOR CAREGIVERS ONLY

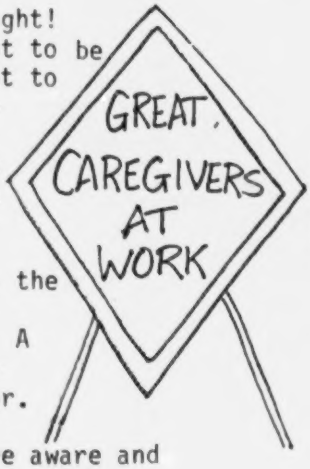
TOOT YOUR OWN HORN

Elise, school-age child care worker, takes care of 12 schoolagers, age 6 to 12, every week day from 2:45 to 6:00 p.m. She really likes schoolagers - enjoys their zest for work; their plans - car washes, the trip to the kitchen of the gourmet restaurant; their fascination with who she is.

But often she feels like her work with the kids goes unrecognized. It seems like her director doesn't notice the projects, the plans, the adventures she creates with the kids. Neither do the parents seem to notice, except an occasional: "My son has so much fun here - I'm so glad he's happy."

WHAT CAN ELISE DO TO FEEL MORE APPRECIATED?

Boast and brag! That's right! Most of us have been taught to be humble and modest. And not to be egotistical and "swell-headed." But there are good reasons to let others know, specifically, what a good job you're doing.



1. When you do a good job, the director feels she is doing a good job, too. A good caregiver reflects positively on a director.
2. Parents will become more aware and appreciate the specifics of what you do well, if you tell them.
3. When you state and restate what you are doing effectively, you create a positive self-fulfilling prophecy for yourself. Reinforce your best qualities and your belief in what you are doing.

HOW TO TOOT YOUR OWN HORN

Be Specific and Factual

Example: To your director

> *"The planning I did with the parents and the school-agers really paid off in the six-week sessions on careers. Ask Marvin and Jackie what careers they're interested in now and what training or schooling they'll need. It's amazing how much the school-agers learned and how enthusiastic they are about future jobs!"*

Example: To Shawn's mother

> *"I noticed the other day how much Shawn enjoys putting together small pieces, like the Legos, to create "people" and things. We were getting low on our Lego supplies, so I made sure we bought more. He spent over an hour creating that spaceship today. I'm sure he'd like to show it to you."*

Example: To your director
Scene - 6 yr. old Wanda is yelling, apparently out of control, at 7 yr. old Tina. You say:

> *"Being in this program has really made a difference for Wanda. When she first started coming here, she kicked and bit others when she got upset. In only 2 weeks, she's learned to control her kicking and biting and express her feelings with words - a bit loudly, yes, but she's getting there. That referral to the mental health center really helped us map out a plan for her."*

So go ahead - Toot your own horn. Tell everyone "I'm doing a good job" and "This is a great place for school-agers!"

431

RESOURCES ORDER FORM

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___Kids' America 9.95
___Amazing Days 8.95
___Sticks & Stones & Ice Cream Cones............... 8.95
___The Big Book of Recipes for Fun..12.95
___Kids' Kitchen Takeover.......... 6.95
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___School-Age Child Care: An Action Manual................. 16.95
___School-Age Child Care: A Policy Report................. 10.00

PARENT RESOURCES & ADMINISTRATION

___School's Out - Now What?........ 10.95
___Survival Kit for Directors...... 5.95

HEALTH & SAFETY

___A Sigh of Relief: The First-Aid Handbook for Childhood Emergencies 12.95
___A Kid's Guide to First-Aid: What Would You Do If...?............ 4.95
___Blood & Guts.................... 6.95

CHILD GUIDANCE & RELATED ACTIVITIES

___Please Don't Sit on the Kids: Alternatives to Punitive Discipline by Clare Cherry................ 9.95
___Creative Conflict Resolution.....10.95
___Survival Kit for Teachers & Parents.......................11.95
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RESOURCES

WILD LIFE RESOURCE

RANGER RICK is a 48-page Wildlife Magazine for 6-12 year olds. It is full of amazing full-color photos, stories, projects; all designed to acquaint schoolagers with their world and how to be good custodians of the earth and all its inhabitants. Twelve issues (one year) for $12. Contact National Wildlife Federation 1412 16th St NW Washington DC 20036.

SAFETY BOOKLETS

SITTING SAFELY is a booklet available from the Health and Safety Education Division of Metropolitan Life Insurance Company and is designed to help equip young people with some of the information they need when caring for babies or young children.

ADVENTURE BY BICYCLE offers tips for the young rider on bicycling fun, safety, and rules of the road. It is distributed as a public service by the Loss Prevention Division, Allstate Insurance Companies, Northbrook, IL 60062.,

RESOURCES

INTERNATIONAL CHILD RESOURCE INSTITUTE

International Child Resource Institute (ICRI) is an organization established in 1981 which collects and disseminates, on an international level, information about children and families. The ICRI publishes a journal and a bulletin which is a digest of news articles on current issues. The Institute also funds several projects internationally on child health and on international communications.

One project described in the June '85 ICRI Bulletin is: "Enlisting Youth to Plant Trees." This is an excellent project for school-age programs to become part of. For more information on international environmental conservation contact: The International Tree Project Clearinghouse c/o Non-Governmental Liaison Service, DC2-Room 1103, United Nations, NY, NY 10017.

For more information about the International Child Resource Institute contact: ICRI, 2955 Claremont Av., Berkeley, CA 94705. Tel (415) 644-1000.

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FEATURE

INTERGENERATIONAL PROGRAMS - ACTIVITIES WITH THE ELDERLY

by Rachel Harris

School-age child care provide the opportunity for many special events in a child's life, among the most rewarding is the chance for children to work with elderly adults. Adding an intergenerational program to your curriculum will encourage children to develop relationships with older adults and will teach children about the problems of ageing.

As a school-age child care director, planning activities for both school-agers and adults required a great amount of creativity, but it was well worth the demand. Frustrations were balanced with the hugs, kisses, and smiles exchanged by children and adults.

PROGRAMS

Design the program to meet the need and capabilities of both school-agers and elderly.

Adopt-A-Grandparent Program involves a long term commitment from both adult and child. Children are paired with an elderly partner. They meet on a regular basis (when the groups get together) to socialize and work on projects, encouraging a special relationship between the partners.

Elderly Visitation Programs are planned with a group emphasis. Participants may work with partners but they do not necessarily work with the same partner each visit. The commitment to the program for both school-agers and adults is more flexible, not requiring consistency in attendance.

Limited or One-Time Programs. Children can provide entertainment with a sing-a-long, talent show, or play; or visit and share juice and conversation with the elderly. These types of activities also make a great beginning for a more involved program.

WHAT TO DO:

Contact a facility. Among the several types of facilities for the elderly: retirement homes, nursing homes, and senior citizens centers are the most common. We contacted a retirement home first without success but our second contact, a nursing home, was most receptive. However, retirement home residents are generally healthier and more mobile than nursing home residents. Most nursing home residents have a disability; many are in wheel chairs.

Some children have difficulty dealing with the problems of many of the nursing home residents. In fact, one of our ten year old girls refused to go back to the nursing home after the initial visit. She said it made her too sad.

Senior citizen centers are where elderly adults come for classes, social activities, and meals. Arrangements can be made to include intergenerational interaction as a part of their existing programmings.

Meet with the recreation director. Find out: Who will participate? Will the same group of adults be available each time? Do these adults have special needs which need to be considered? Disabilities and mobility problems may indicate that certain activities be included or avoided.

What type of commitment is realistic for the adults and children involved? What type of activities do the adults enjoy and dislike?

Workout details concerning space and time. The ideal is to have the same space for each visit. Of course, the program can be managed in whatever space is available with creative planning.

Meet with school-agers. Be realistic about the number of people to be involved in a program. If volunteers are many, limit the program to a specific number of weeks and rotate the children who are interested. Start small. Groups limited to five school-agers and five adults work well.

Arrange an orientation for the school-agers. Information on ageing helps them to understand the problems of many elderly adults. Subjects to discuss include the decline of the mental and physical abilities (visual, mobility, and dexterity problems) and death. Prepare the school-agers for the possibility of an elderly participant becoming seriously ill or even dying. Ask the recreation director or a local community agency to recommend someone with experience with the elderly to conduct the orientation.

ACTIVITIES

Regular afterschool activities are appropriate with some modifications. Keep in mind the special problems of some elderly adults - declining vision, hearing, manual dexterity and mobility.

Some successful activities include: clay, making simple holiday ornaments and cards, puppets, painting, printing, and games like Monopoly, Connect Four, Checkers, and UNO. If adults are uncomfortable because they are unfamiliar with the rules, "partner" can play as a team.

Interviews are great ice breakers and fun to do. Children can prepare a list of questions to ask their partner (Don't forget the fun ones, "If you had a million dollars, what would you do with it?"), record their responses and use the information to make a special biography about their new friend.

Productions, such as talent shows, puppet shows, and plays can be planned with the participation of both children and elderly. Children and partners can work on making puppets or costumes. The final product, a show, can be shared with residents of a nursing home or retirement home.

PROBLEMS

Your time! Arranging a program and planning activities, in addition to your regular child care duties, can consume much of your time. Share the responsibilities with a staff member, parent volunteer, or community worker (there are community service agencies very interested in intergenerational initiatives). Our Adopt-A-Grandparent was suggested and organized by a parent volunteer. In fact, it would not have made it without her.

Consistency of attendance is a problem with both adults and children. If the program is long-term, some school-agers lose interest after a period of time - or have other afterschool obligations (soccer practice, play rehearsal,...) which interfere. Also, illness can interfere with the attendance of some elderly. The best solution is to have back-ups for children and adults and have activities planned which

ACTIVITIES

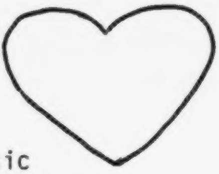
HEART GAME

MATERIALS NEEDED:

red poster board
scissors
music - lively tune

WHAT TO DO:

1. Cut giant (about 1½' X 1½') hearts out of red poster board.
2. Put four to five hearts on floor.
3. Start music and dance around hearts.
4. Stop music. Each school-ager must have have one foot touch one heart.



5. Remove a heart before restarting.
6. Stop and start music until only one heart is left and children try to fit on one heart.

* * *

INTERGENERATIONAL PROGRAMS - ACTIVITIES WITH THE ELDERLY (cont'd)

don't always require one-to-one pairing.

Awkward beginnings to new friendships - "coach" children ahead of time about what kinds of questions to ask their partner and good topics of conversation. Children can use interview sheets during a visit. Questions on the sheets can pertain to their partner or to a subject they are working on.

Troubled feelings may surface. Encourage children to discuss their feelings about the adults they are working with. Physical appearance (sores, amputations, cataract...) or unusual behavior can be upsetting to children. Provide an opportunity to discuss feelings after each visit.

RESOURCES:

Training Curriculum for Older Adult Caregivers (developed by School-Age Child Care Project and piloted by AgeLink) Contact: School-Age Child Care Project, Center for Research on Women, Wellesley College, Wllesley, MA 02181, (617) 235-0320 X 2546, 2547

"Young and Old to Benefit from 'AgeLink'" SACC newsletter September 1985 issue

"Reading with Pride, with Purpose, with Desire," by Sherrie Gibney. EARLY YEARS the professional magazine for teachers. Jan'86 pp.36-7, excellent article describing a second grade teacher's successful linking of her remedial reading class with senior citizens in a joint effort to increase the children's desire and skills in reading.

Project AgeLink, Western Carolina Univ., Center for Improving Mt. Living, Cullowhee, NC 28723, Phone: (704) 227-7492

The Children's Arts and Ideas Foundation of Nashville, PO Box 158314, Nashville, TN 37215, Phone: (615) 292-5948

New Age, Inc., 1212 Roosevelt, Ann Arbor, MI 48104, Phone: (311) 663-9891

Rachel Harris is a former school-age program director whose experience organizing and implementing an Adopt-A-Grandparent program between Aiken After School Program and Belmont Health Center is the basis for this article.

ACTIVITIES

LAPSITSTEP, STEP, STEP*

* From THE SECOND COOPERATIVE SPORTS & GAMES BOOK - see p.15 to order

MATERIALS NEEDED:

eight or more people

WHAT TO DO:

1. Form a tight circle by standing shoulder to shoulder.
2. Have everyone turn right and grasp the waist of the person directly in front of them.
3. Everyone take one step toward the center to tighten the circle.
4. Next, create a sitting circle by sitting on the knees (not thighs) of the person behind them.
5. Try a variety of collective actions: arms out to side; clapping three times; touching floor outside circle; taking three steps forward, etc.

NOTE: Don't be surprised if everyone lands in a big heap on the floor. A great way to end a long day or special event!

RUNAWAY TRAIN*

MATERIALS NEEDED:

four or more groups of 4 to 5 people

WHAT TO DO:

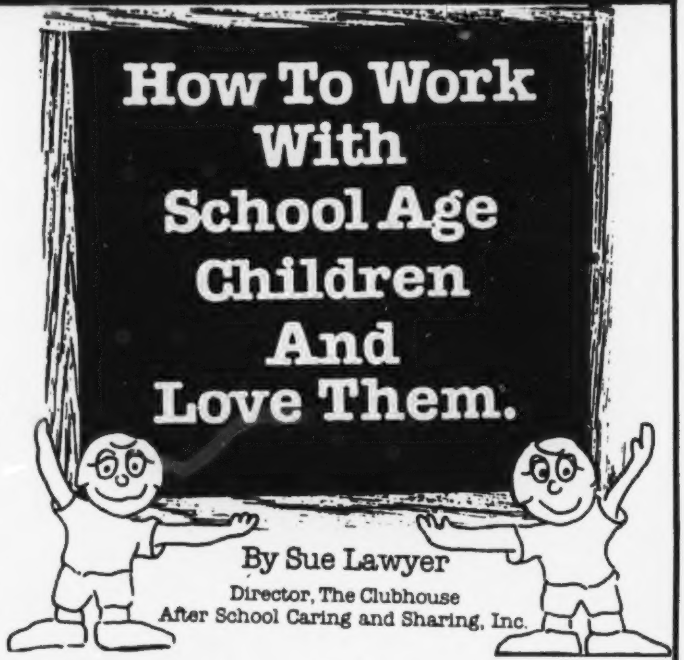
1. Each group of 4 or 5 people form a train and chug around the room.
2. The front engine of each train tries to link up with the back end (caboose) of another train while trying to avoid being hitched up from their back end.
3. When one train does hook up with another, the two trains become one and try to hitch on the back end of another train.
4. This continues until there is one long train.
5. The Finale is the final engine trying to hitch onto the final caboose forming a circle.

NOTE: This is a natural lead-in to a circle game.

You Could Spend Years Learning This Wealth of Practical Knowledge.

"A highly readable book, it provides direction and guidance in an objective, straight-from-the-shoulder style that can be adapted for any school age program. We have used it as our basic training tool for counselors at our summer day camp for the past three years."
—**Carol Sherman,** Director, Ave Maria House, St. Francis Hospital

"Children who have been in school all day need care that is 'living normally'.
"But still there needs to be somebody to report to . . . These children have a great need for supervision, a firm hand, somebody who knows where they are every minute . . . There are a few places like that. One, in Oklahoma, (is) called The Clubhouse."
—**Gertrude Hoffman,** "The Dean of Day Care" recently retired from the Federal Administration for Public Services, quoted in **Day Care and Early Education,** Spring, 1980


How To Work With School Age Children And Love Them.

By Sue Lawyer
Director, The Clubhouse
After School Caring and Sharing, Inc.

The Clubhouse
1906 S. Boston Ave.
Tulsa, Oklahoma 74119
(918) 582-5599

Yes! I want to know **How To Work With School Age Children and Love Them** in time For Summer. Enclosed is $16.95, plus $2.50 for shipping and handling, for each copy I order.

CONFLICT RESOLUTION

IGNORING

Often, child care workers, as well as parents, are advised to ignore unwanted, undesirable behaviors in children. Ignoring is categorized as a discipline method. Now, some of the time this method works and some of the time it doesn't. Why?

First, ignoring as a discipline technique is not that easy, even though it sounds it. Ignoring is really an art - a technique to be learned and practiced.

Second, ignoring unwanted behaviors is advisable and effective in limited situations and works better with some children than others.

Children who are sensitive to body language, who can "read" the silent messages of our bodies, respond best to ignoring. These perceptive children are able to translate our body and facial postures (no eye contact, blank facial expressions, body and head turned away from child) and get the message!

Other children who are less able to "read" body language, are less responsive to the technique of ignoring.

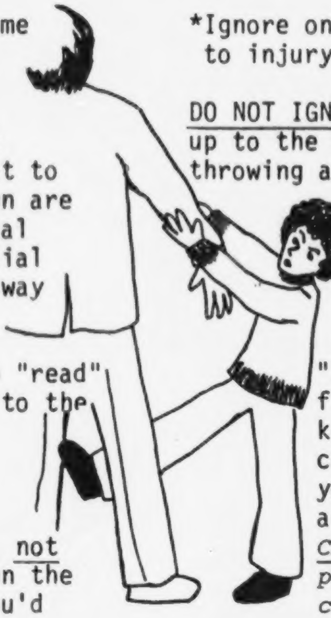
HOW TO EFFECTIVELY IGNORE

*Ignore only the unwanted behavior, not the child. Focus your attention on the child's behaviors or attributes you'd like to reinforce. For example, Demetrius is imitating "Fat Boys" which drives you crazy. Ignore the imitation, but tell him how much you like it when he sings "WE ARE THE WORLD".

*Avoid pretending you are ignoring a child while taking sideways peeks to check on the success of your ignoring. Children are too smart. They quickly catch on to this. INSTEAD IGNORE COMPLETELY. This can be difficult. Dubelle and Hoffman in their book Misbehavin recommend doing an unexpected behavior, such as reciting some poem or nonsense recitation to focus your attention. They cite one teacher who successfully curtailed tattling by unexpectantly reciting the Pledge of Allegiance!

*Inform the child you are ignoring his request, question, and/or behavior. Some children, when ignored, escalate an all-out attack to gain your attention on what you are trying valiantly to ignore. Try a simple, "Tasha, I am ignoring what you are saying. When you finish cleaning the spilled paint, we can talk."

*Ignore only behaviors that will not lead to injury of self, others, or property.



DO NOT IGNORE. Seven-year old Amy climbs up to the top of the loft and starts throwing all the books to the floor.

IGNORE. Eight-year old Josh pulls on your arm, saying, "Ms. Singer, Ms. Singer," while you're talking with another child. You say, "I'll be with you as soon as I finish talking with Chad." Josh keeps pulling on your arm and calling your name. You turn your back away from Josh and avoid all eye-to-eye contact. *CAUTION: Always check if Josh persists loudly. He may be calling your attention to something serious.*

Ignoring as a discipline technique can be effective and useful. However, it needs to be coupled with either reinforcement of positive behaviors and/or teaching the child what behavior you wish him to substitute for the unwanted behavior.

Example: After you finish talking with Chad, go to Josh and say: "When you have something important to tell me when I'm busy with someone else, write me a note. When I'm finished, I'll find you and we'll talk about your note."

ACTIVITIES

CLOUDS*

NEWSPAPER CLOUD

MATERIALS NEEDED:

newspapers
staples, tape
white paint
brushes

WHAT TO DO:

1. Fold 1 sheet of newspaper in half.
2. Cut folded newspaper into shape of cloud.
3. Staple or tape sides together, leaving a 2½"-3" opening.
4. Paint "cloud" white; let dry.
5. Stuff with newspaper, seal opening with tape or staples.

STEAM CLOUD

MATERIALS NEEDED:

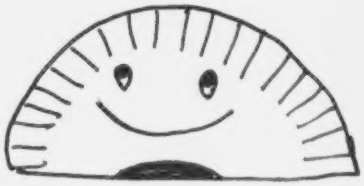
hot water
clear bottle
thin cloth
string
crushed ice

WHAT TO DO:

1. Pour hot water into bottle.
2. When bottle is hot, pour all but 1" of water.
3. Stretch cloth over mouth of bottle.
4. Put crushed ice on cloth; fasten cloth and ice in place with string.
5. Watch cloud form as warm air meets cold.

CLOUD PUPPETS

MATERIALS NEEDED:



paper plates
magic markers
cotton balls or batting
scissors
glue

WHAT TO DO:

1. Fold paper plate in half.
2. Cut oval in middle of fold, large enough to fit two fingers through.
3. Draw faces on paper plate.
4. Glue cotton over plate to create cloud effect.

THE SUN SHINES ON A CLOUDY DAY

MATERIALS NEEDED:

heavy waxed paper
darkened room
scissors
flash light

WHAT TO DO:

1. Cut a large cloud from wax paper.
2. Go into darkened room.
3. Hold "cloud" in front of flashlight.
4. Can you see the light from the flashlight.
5. Why? Why not?
6. Is the flashlight shining even though it cannot be seen through the cloud?
7. Does the sun shine on a cloudy day even when we cannot see it?

CLOUDS AND RAIN

MATERIALS NEEDED:

tea kettle with spout
aluminum pie pan
ice cubes
water
burner

WHAT TO DO:

1. Boil water in tea kettle. A cloud will form just beyond spout.
2. Hold pie pan with ice cubes in cloud area. CAUTION: Steam can burn.
3. What happens? Why?

**from SIMPLE SCIENCE EXPERIENCES by M.G. Hall*

DIRECTOR'S CORNER

THE TEACHER SHORTAGE: SOLUTIONS FOR CHILD CARE

The crisis in staffing caused by the shifting demographics of fewer 18 year olds and the "second-generation baby-boomers" was described in the November/December issue. While the staff shortage will have an impact on after school programs from now through most of the next decade the following are some of both the short term and long term solutions.

SHORT TERM SOLUTIONS

Hire people based on their potential rather than on their experience and train them.

Just as school systems are taking in college graduates from other professions and giving them "crash courses" in teaching. Child care will have to search for responsible adults who have the potential for being a caregiver and them train them.

Stress the benefits when advertising for before and/or after school workers.

"Part-time work with children that is challenging and rewarding. Work early mornings, late afternoons or both." Look for individuals such as retirees, college students, and "housewives/househusbands" who want to do something meaningful and earn a little extra money.

For substitutes (or even regular part-timers) appeal to members of the school's PTA or other volunteer groups. Use the same pitch as you would with volunteers. They are helping the school's children and parents, and making a contribution to the community's effort to solve the "latchkey problem." The pay is not a primary motivation. Let them bring their own children to the program on the days that they work. Point out the opportunity their children will have to play and socialize with their classmates during out-of-school hours.

Hire a floating substitute to combat the substitute shortage and to fill in when staff openings occur. This relieves the pressure of finding substitutes on an hour's notice, adds extra help to gain better staff/child ratios, and eliminates the rush to fill an empty staff slot. This person may come in only two, three, or four days a week depending on your budget but they will know the children and the program's routines and most likely be able to fill in on days someone else is out.

Beef up in-service programs. Hiring people with "good potential and enthusiasm" rather than good experience with children mean a heavy emphasis on the "how-to's." Hook-up with other programs and pool resources to do extensive training. Ask for training help from licensing offices and local and state AEYC groups (Associations for the Education of Young Children).

HIGHER PAY, BETTER WORKING CONDITIONS AND A BOOST IN PRESTIGE

Increased pay scales, better working conditions, making the job more satisfying, preventing burnout, and a change in the image of child care as a profession are the long term solutions.

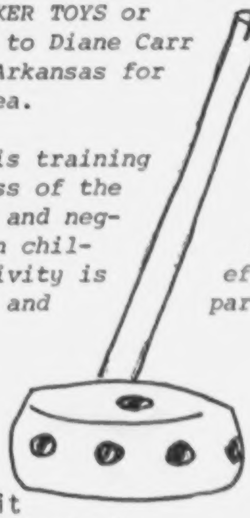
Increased wages in a labor intensive business such as child care means an almost direct corresponding increase in fees charged. Increased fees are not affordable for most working families especially single parent ones. Increases in fees for after school care mean more children dropping out to become "latchkey children."

Economic support for child care will have to come from both communities and employees. The only silver lining that we see from this child care staff shortage crisis is that communities and employees will re-examine their role in aiding workers who are parents.

TRAINING TIPS

LEGO GAME*

**Source unknown. Legos are the traditional material used in this activity but I prefer Giant TINKER TOYS or Playdough. Thanks to Diane Carr from Little Rock, Arkansas for passing on this idea.*



The objective of this training is to increase awareness of the effects of positive and negative verbal directions on children's behavior. This activity is effective with caregivers and parents.

WHAT TO DO:

1. Divide participants into two groups.
2. Have one group sit on the floor in a semi-circle.
3. Have second group form a larger outer circle.
4. Instruct the outer circle to be the observers.
5. Instruct the inner group to follow directions exactly.
6. Give each inner group participant a handful of playdough (or legos or tinker toys). Then give various instructions, such as make a round ball or something to eat. Then berate the participants, yelling at them, calling them negative names such as: "You're so slow - why do you always take so long to do the simplest things" or "Don't you even know how to make a ball!"
   CAUTION: Observe participants for extreme frustration and anger. Back off if necessary.
7. STOP ACTIVITY.
8. Switch groups. Give the second inner group the playdough. Instruct them to make whatever they want as long as they keep it on the table, floor, or whatever space you wish to restrict them to. As they use the playdough, give positive reinforcement: "Look, you shaped your dough into a round ball." "You're pushing and pulling and working on your playdough."
9. STOP ACTIVITY. Discuss how participants felt during each part of activity. Relate this to how they interact with school-agers.

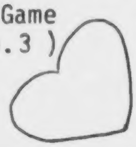
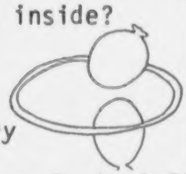
CHANGE THE

NEGATIVE to..................the POSITIVE

"I want you to..."	"Let's..."
"No, you can't play basketball until you put the Monopoly game away."	"Yes, as soon as you put the game up, you can get out the basketball."
*"I tell you...I'm sick and tired of the way you are acting!"**	"You know it's a good thing that I like you so much!"*
*"I don't think you can do it! You are too clumsy!"**	"Try hard! You can do it!" (Later...) "You did it!"*
"Don't RUN!"	"WALK in here. Run outside!"

**Adapted from WORDS THAT WIN CHILDREN by R. Bowdoin*

CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
WINTER	Winter Race - Take turns putting on a scarf, gloves, coat and a pair of large boots. Try to beat your own time.	Have children write a winter story from an animal's point of view. How does winter - the change of seasons affect the animal	Snow Jar (See p.14)	Ice Block Dance (See p.14)	Winter collage on wood - hammer objects to small pieces of wood - bare twigs-cotton for snow - cloth for mitten, coats etc.
SPECIAL DAYS	Martin Luther King Day - Jan.15 Play games: Lap Sit,Step,Step & Runaway Train - 2nd Cooperative Sports Book (See p.4)	Groundhog Day (Feb. 2) Shadow play using small lamp, fingers and wall	Valentine's Day (Feb. 14) Heart Game (See p.3) 	Susan B. Anothony Day (Feb. 15) Have the class vote on current events.	George Washington's birthday (Feb. 22) Do crayon rubbings with quarters(25¢)
CLOUDS	Observe clouds outside. Make a cloud. (See p.6)	Make your own cloud. (See p.6)	Cloud Puppets (See p.6)	The Sun Shines On A Cloudy Day; How? (See p.6)	Stuck inside?  Try Balloon Basketball (See p.10)
BEANS AND SEEDS	Visit health food store to buy beans and seeds: soybean,lima, kidney, pinto, black, lentil, sunflower, popcorn, pumpkin.	Display mixed beans in tub one day. Next soak them all day in clear jar so children can observe. Cook favorite bean recipe.	A Seed Mosaic (See p.10)	Plant a sweet potato or avocado seed. Mark on the calendar when to expect shoots to sprout.	Bean Map (See p.10)
	Who is George Washington Carver?	Plant beans in small paper cups.	Sprout Alfalfa Seeds in Baggies (See p.10)	Make a poster - glue different types of beans & seeds on poster board. Label them and include vitamin and protein information.	Have fresh green beans for snack. Have children remove stems.
COLLEGES	Visit nearest college. See as much as possible Dorms, labs, different types of classrooms.	Visit a library research college. What's available? where? what does it cost?	Look in yellow pages of phone book for listings of schools in area. Examine what is available.	Have different parents who have been to college or a training program come in and discuss it with children.	Have children write what they might like to study in college or what kind of training program they'd like to be in.

ACTIVITIES

BEANS AND SEEDS

ALFALFA SPROUTS

MATERIALS NEEDED:

alfalfa seeds
water
sun
baggies (plastic lunch bags)
sharp pointed instrument

WHAT TO DO:

1. Poke tiny holes in bottom of baggies.
2. Sprinkle few seeds in baggie.
3. Soak baggie with seeds in warm water overnight.
4. Next day, rinse in warm water. Then place in sun.
5. Repeat #4 every day for 3 or 4 days.
6. Use alfalfa sprouts in sandwiches, salads and Chinese vegetables.

BEAN MAP

MATERIALS NEEDED:

Outline map of the world (make your own on plain white paper)
colored pencils, especially colors of different types of beans

WHAT TO DO:

1. Have children ask their parent and family friends about what kinds of beans grew where they lived as a child. (Beans are grown everywhere in the world)
2. Draw pictures of different beans on spots on the map where they are grown. Or glue the dried beans on the map where they are grown.

SEED MOSAIC

MATERIALS NEEDED:

cardboard or posterboard
glue
beans
seeds

WHAT TO DO:

1. Sketch a geometric design on cardboard.
2. Glue beans and seeds onto design. Use different kinds for each part of the design.

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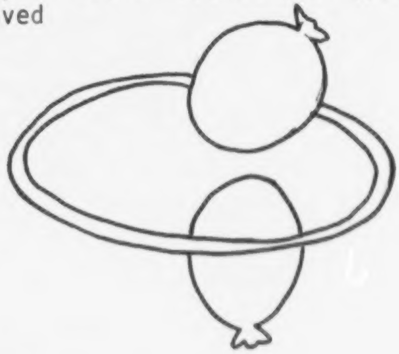
BALLOON BASKETBALL

MATERIALS NEEDED:

balloons - blown up and tied
hoola-hoop or bushel basket with bottom removed



WHAT TO DO:

1. Secure hoola-hoop or bottom-less basket about five feet off the floor.
2. Blow balloons through hoop from top to bottom.
3. This activity can be played as a group, team, or individual game.
4. The school-agers may want to keep a list of how many times they can blow a basketball balloon through the hoop.

DIRECTOR'S CORNER

WANTED! WORKSHOP PROPOSALS

NAEYC 1986 will be in Washington, DC Nov. 13-16 - Now is the time to act if you have ever thought about presenting a workshop at NAEYC. Here are some ideas for workshop subjects:

activity ideas....developing curriculums ....kindergartners....older children.... special needs children....administration issues....conflict management techniques ....community resources for programming ....summer camp programming....full-day programming (no school & vacation days) ....sex education....creative funding strategies....staff development.... church-run program issues & concerns.... school-based programs issues & concerns.. ..cooperative sports and games....developmental theory into practice....licensing issues & concerns....unique aspects & issues of different types of programs.... proprietary program issues....family day care concerns, operation and issues.

SUGGESTIONS AND HELP:

- In workshop title use a term that readily identifies it with school-age. Example: after school, school-ager, school-age etc.
- Think about collaborating with someone else from another program or part of the country to add extra diversity and interest.
- CONTACT Rich Scofield, School Age NOTES, (615) 292-4957 or the Wellesley School-Age Child Care Project (617) 431-1453 for more ideas about workshops.

SEE Nov/Dec. Young Children for proposal criteria or contact: NAEYC 1986 Conference, 1834 Connecticut Ave., N.W., Washington, DC 20009, (800) 424-2460 or (202) 232-8777

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ADMINISTRATIVE NOTES

OVERHEARD AT BOOTH 345

(A report on the 1985 NAEYC Conference in New Orleans)

Spurred by the $30 million "Latchkey Bill" in California, school-age child care was a hot topic at the National Association for the Education of Young Children (NAEYC) Conference in November in New Orleans attended by over 15,000 participants. Seventy-five people attended the preconference sessions on SACC, while the school-age track during the conference consisted of sixteen workshops with attendance varying from 30 to 100 conferees. In addition, 40 people were at a special evening SACC interest group meeting. Compare this to the 1979 conference which had one school-age workshop, no preconference session, no school-age track and no special interest group!

Preconference sessions. The Wellesley School-Age Child Care Project spearheaded the afternoon session on Innovative Develop-Developments in School-Age Child Care: Policies and Programs. A panel presentation was followed by small group discussions led by panelists. Attracting the largest amount of interest was the California School-Age Consortium (led by Andrew Scott and Rory Darrah) which has been so successful in linking together the myriad types of school-age programs (private for profit, school-based Y's, parks and recreation) in the San Francisco area.

Another panelist, Marsha Crites, who spoke on intergenerational SACC, led the group in a game used to train senior citizens working with school-agers.

Addressing the special-needs children in SACC, Frank Brown, Jr., from the Washington D.C. Dept. of Recreation, shared their success in mainstreaming special needs children into their regular afterschool program. One innovative and successful approach is a lower adult:child ratio (1:5) for all the school-agers instead of adding trained aids to work specifically with the mainstreamed handicapped children.

Martha Rothman of Tucson, Arizona spoke on strategies for a statewide action campaign.

The morning session on Extended Day Programs for School-Age Children was organized and presented by Carolyn Lewis (MT Diablo Community Child Care Advocates, Concord, CA), Marcia Fochler (Acalanes Parent and Child Center, Walnut Creek, CA), Barbara Blakely (Santa Monica Children's Center, CA), Vi Edwards (East Bay AEYC, Walnut Creek, CA).

A slide presentation on the developmental needs of school-agers and programming to meet those needs was well received; of special interest: moral development. Profiles of different types of programs were examined which included start up and on-going budgets, space, equipment, maintainence arrangements and administrative management. Much discussion focused on licensing standards and funding - or rather the lack of both. Also, many people wanted to know about the political how's of getting the California latchkey $$ passed.

Points of interest

People varied from the completely new ("How much do you pay the school teachers who stay afterschool?")...to those needing info on the developmental needs of school-agers and how to start a school-age program...to those who have been working in the field five to ten to fifteen years and wanted information on planning new and more complex programming. ("How do we integrate the individual needs of the children and their families with the needs of the total group?").

Training. The needs for basic and advanced training related to SACC was raised many times.

What Can Be Done? Try the following:

OVERHEARD *(cont'd)*

Share your accumulated knowledge with others. People who have worked in the SACC for one or more years have information, ideas, and solutions that others need to know. Volunteer to do workshops at local, state, and national AEYC conferences. Exchange information with other programs in your area. Contact the Wellesley, MA School-Age Child Care Project and School Age NOTES for information on consultaion services and training conferences. *(See p.11 for submitting workshop proposal for the 1986 NAEYC Conference).*

Problems. School-age professionals want to know what to do about: spitting, the increased number of "difficult" children; "the three muskeeter" syndrome (three children spending exclusive time together, limiting their making individual choices as well as building relationships with others); and finding new activities that really work with school-agers.

Matters of concern

* Chuckie Cheese (a pizza chain) has entered into the school-age child care field. They are offering afterschool care in their places of business, providing pizza for snack time and video games for programming. Modifying the environment for school-agers includes covering up the beer signs!

* One mother of a school-ager asked the school-age staff, when calling her at work, not to say they were from the school-age program. She did not want the boss to know she had children (!) for fear of negative reactions toward her being a working mother!

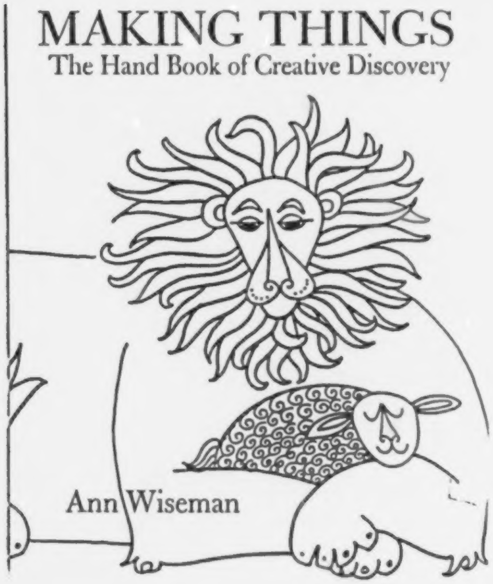
* Public schools in California are exempt from day care licensing if they serve only children from the school in which the program is housed. This allows a 1:35 adult/child ratio!!

Thanks to Dale Fink of the Wellesley School-Age Project and Carolyn Lewis of Mt. Diablo for their assistance with this report.

* * *

CORRECTION: Parts of the article, "OVERWHELMED? FRUSTRATED? OVERCHALLENGED? LIFE AS A TEACHER/DIRECTOR (DIRECTOR'S CORNER p.10-11, NOV/DEC '85) were based on the workshop "ROLE OF THE TEACHER/DIRECTOR" developed and presented by Ellen Gannett from the Wellesley SACC Project in Wellesley, MA.

* * *



MAKING THINGS

THE HANDBOOK OF CREATIVE DISCOVERY

Both simple and unusual crafts are presented in clear, easy-to-follow directions. Old time crafts, such as SAND CASTING, WEAVING and BATIKING accompany unique ideas like 3-D LIFT-UP VILLAGES, PLASTER SCRIMSHAW and BREAD SCULPTURES. Real-life experiences and real-life skills are also promoted thru PAPER MAKING, ROLLER PRINTING and WEAVING BELTS on plastic drinking straw looms.

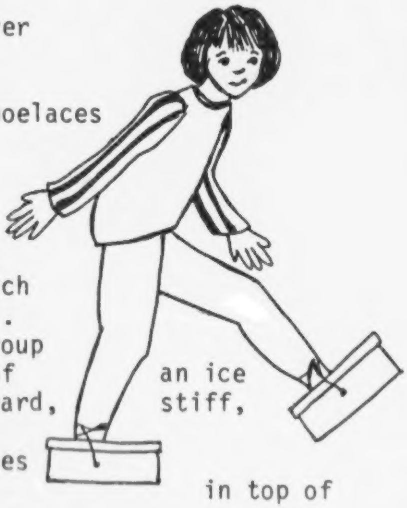
The philosophy of the book is "LEARNING BY DOING BREEDS THINKING, SELF-EXPRESSION and the CONFIDENCE to experiment, control and perfect skills." Perfect for after-school care! $7.95. *See p. 15 to order.*

ACTIVITIES

ICE BLOCK DANCE

MATERIALS NEEDED:

shoe box with cover
masking tape
scissors
string or long shoelaces
ice cube



WHAT TO DO:

Pass an ice cube around for each child to feel.
Put together a group description of an ice cube: cold, hard, stiff, clear, wet.
Make ice cube shoes
1. Cut hole in top of shoe box.
2. Put one foot through cover and into box.
3. Tape cover and box together.
4. Tie box to ankle if needed for extra security.

Dance, sliding feet across the floor, keeping arms, legs and body stiff and frozen like a block of ice.

SNOW JAR

MATERIALS NEEDED:

aluminum foil (2" X 2")
baby food jar with lid
plastic flower or animal
water proof cement

WHAT TO DO:

1. Secure plastic flower or animal to inside of jar lid. Let dry thoroughly.
2. Cut 2" x 2" aluminum foil into tiny pieces (snowflakes).
3. Place foil pieces into jar.
4. Fill jar over flowing with water.
5. Put cover on jar and close tightly.
6. Shake and watch snowflakes fall.

NEWS UPDATE

NEW FIGURES - PROGRAMS IN SCHOOL

1040 schools and 592 school districts in the United States said "Yes, they provide before and/or afterschool supervision," when asked by Market Data Retrieval (MDR) in telephone interviews this past summer. 15,300 school districts were contacted. As far as we know, this is the first compiled figure on the number of school-age child care provided in public school buildings.

(MDR rents mailing lists; for more information, contact MDR at 1-800-243-5538)

THE ART OF THE PRACTIONER

On Dec. 5-6, 1985 in Baltimore, MD, 130 people from nine surrounding states attended a regional school-age child care training conference, sponsored by the Wellesley SACC Project. Managing staff, discipline and working with older school-agers were the most popular topics in the twenty workshops offered. Postive comments overheard were: "Wish it could have been longer - two days is too short!" and "So good to be at a conference that is just for us who work with school-agers; to be with people who are in the same situation."

RESOURCES ORDER FORM

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___B.Vol. III $10	___V.Vol. IV $11	
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___	School-Age Child Care: An Action Manual	16.95
___	School-Age Child Care: A Policy Report	10.00

PARENT RESOURCES & ADMINISTRATION

___	School's Out - Now What?	10.95
___	Survival Kit for Directors	5.95

HEALTH & SAFETY

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___	A Kid's Guide to First-Aid: What Would You Do If...?	4.95
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CHILD GUIDANCE & RELATED ACTIVITIES

___	Please Don't Sit on the Kids: Alternatives to Punitive Discipline by Clare Cherry	9.95
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RESOURCES

SCHOOL-AGE CONFERENCE

The fourth annual school-age and recreation conference, sponsored by the California School-Age Consortium, will be held Saturday, Feb. 1, 1986 from 8:30 - 4:00 at Berkeley High School (Berkeley, CA). Cost: $15

Willie Brown, CA State Assembly Leader, will give an update on the current school-age legislation which addresses the need for after school care for over 815,000 California children, who, according to Senate Office of Research, go home to empty houses.

The conference will provide training, practical ideas, and networking for providers of After School Programs (Child Development, Park & Recreation, YMCA and YWCA, School District, Boy and Girl Scouts - a wide variety of community based organizations). Anyone who works with children ages 5-15 is encouraged to attend. For more information, contact: Andy Scott, Children's Council of San Francisco (415) 826-1130

RESOURCES

ADMINISTRATIVE AIDS

COMPARABLE WORTH: QUESTIONS AND ANSWERS FOR EARLY CHILDHOOD STAFF, a 22 page booklet, is written specifically for those in child care and early childhood education. It contains information about successful attempts by child care advocates to use comparable worth as a job evaluation technique and an educational strategy to upgrade status and salaries in the field. It also includes information about the history and legal implications of comparable worth, and how to assess using a comparable worth strategy in a particular child care setting.

WORKERS AND CHILDREN II, an all new series of postcards, which depict positive real-life images of child care staff on the job, makes a great gift and helps increase positive awareness about child care.
Set of eight for $2.50 + .50 postage = $3.00

Available from: Child Care Employee Project
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FEATURE

WORKING WITH THE DIFFICULT CHILD

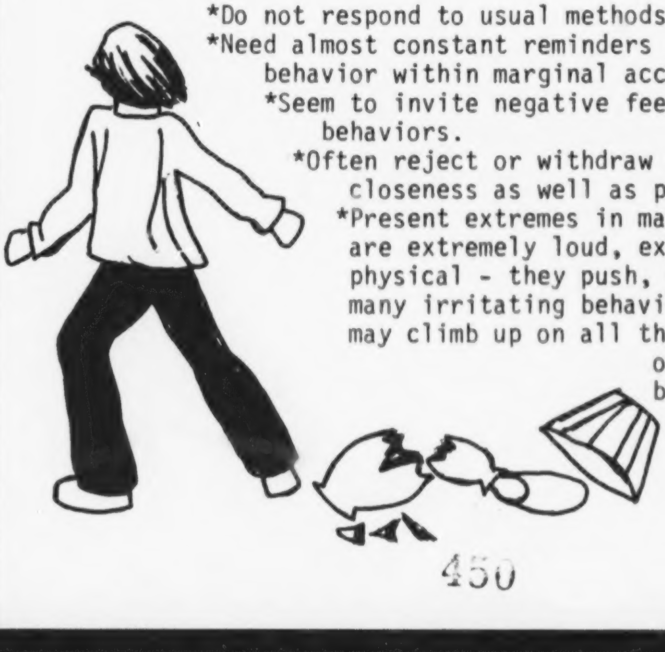
At least one child in your school-age program will be a "difficult" child. More likely, several "difficult" children are in your care.

What do we mean by the term "difficult" child?

In the book: THE DIFFICULT CHILD by S. Turechi and L. Tonner, eight characteristic areas are identified. A "difficult" child may have a few, many, or all of these characteristics.

1. High activity level - very active.
2. Distractible - especially when not interested in what's happening.
3. Poorly adaptable - have trouble with changes; often get "hooked" into one activity, resist moving to another.
4. Initial withdrawal - from the new - new people, new places, new food, new clothes.
5. High intensity - a loud child.
6. Irregular - unpredictable - this can be related to hunger, sleep, moods, and reaction to stimuli.
7. Low sensory threshold - sensitive to sensory stimuli: light, sounds, colors, textures, temperature, tastes, smells.
8. Negative mood - tends to be miserable with self and life. "Everything bad happens to me."

"Difficult" children:



*Do not respond to usual methods of management techniques.

*Need almost constant reminders and redirection to keep their behavior within marginal acceptable behavior.

*Seem to invite negative feedback; often with "shocking" behaviors.

*Often reject or withdraw from physical touching and closeness as well as positive verbal feedback.

*Present extremes in many behaviors, that is, they are extremely loud, extremely active and extremely physical - they push, kick, and yell. They have many irritating behaviors. A difficult school-ager may climb up on all the furniture, bounce objects off the ceiling and walls, talk back, cuss, talk rudely - and perform these behaviors frequently, rapidly, and in spite of many, many reminders disciplinary measures.

*Are impulsive and unpredictable.

What can be done to improve life for the "difficult" school-ager, for oneself, and for other staff and school-agers?

Start with yourself.

* Be aware that working with a difficult child takes persistence, patience, repetition, energy, and time. Look for and be thankful for small, even tiny, positive changes in the child's behaviors.

* Pat yourself on the back for staying in the same room with a difficult child. The child care worker with a difficult child frequently feels constantly on-guard, drained of energy, inadequate, frustrated, annoyed, and very angry.

* Accept the child as is. Recognize, accept, and value the child as they are now, but do not accept negative behaviors. For example, the kid who is sensitive to new tastes in food and therefore rejects any new food you introduce, needs your acceptance. That child's sensitivity cannot be changed or wished away by you or the child. Also remember that sensitivity to food tastes can lead to a career as a chef or wine taster! But do not accept the child's action of throwing the new food on the floor.

Next work with the difficult child:

* Plan for and provide experiences and activities which help and enhance the self-esteem of the child. The difficult child usually has a very low self-concept. By the time a child is a school-ager, they have received an overdose of negative feedback in reaction to their difficult behavior. Any effort made to increase the good feelings of the child will have a direct positive effect on the child's behavior.

NOTE: Sometimes when a child is praised for a positive behavior, they immediately do some negative action. This is believed to be due to the child's negative image of themselves. That is, recognition of positive behavior does not fit with their low self-image. The child therefore performs negatively to feel consistent with their own self-image. To deal with this, see the technique of mirroring.

* Be a mirror to the child. When child performs in a way you wish to bring to the attention of the child:
  a) Describe the behavior: Example - "You jumped out of the chair, knocked it over, made a loud crash, then ran around the table five times." (Instead of: Angela, you make so much noise! You're driving us all crazy.) Another example: "You kept your body still and you were quiet during my talk about the field trip. Thanks! (Instead of: "You were so quiet today!)
  b) Imitate the child's behavior. CAUTION: Be careful - this must be done to teach, not humiliate. Imitate with respect.
  c) Actually have the child look at their actions in a mirror. Again CAUTION! Offer this as an option to the child. DON'T FORCE IT!
  The purpose of mirroring is to increase the school-ager's awareness of themselves. Increased awareness helps the child to repeat postive behaviors and decrease negative behavior.

* Set absolutely firm limits and consequences. The difficult child becomes uneasy and escalates unacceptable and irritating behaviors in the "wishy-washy" environment.

* See CONFLICT RESOLUTION on p.5 for more ideas.

RESOURCES:

Helping Passive and Aggressive Preschoolers Through Play by C. Wolfgang.

Misbehavin': Solving the Disciplinary Puzzle for Educators by Dubelle Jr. and Hoffman.

Conflict in the Classroom by Long, Morse and Newman.

The Difficult Child by S. Turecki and L. Tonner. (See p.16 for a review of this book.)

ACTIVITIES

WHAT'S YOUR ANGLE? ... GRAVITY

MATERIALS NEEDED:

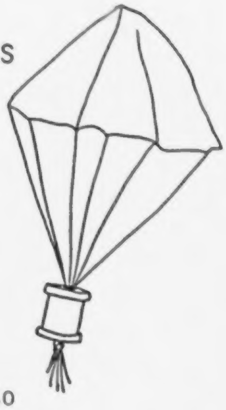
10 radish seeds
clear glass jar
paper towels
water

WHAT TO DO:

1. Soak radish seeds in water for a few minutes.
2. Wet paper towel. Line glass jar with wet towel.
3. Place radish seeds in jar.
4. Grow seeds in the dark until stems 1" long.
5. Pour off excess water. Turn jar on its side. Keep in the dark.
6. Wait 24 hours. Notice growth of stem.
7. Turn jar upright. Add small amount of water. Leave in dark for another 24 hours.
8. What happened to the stem now? What about the roots? Why did the stem and roots grow in those directions?

Adapted from: A CHILD'S GARDEN. See p.16 for how to order this FREE resource.

MINIATURE PARACHUTES



MATERIALS NEEDED:

empty thread spools
4" X 4" squares of cloth
heavy duty thread or yarn
sewing needles

WHAT TO DO:

1. Attach 4 lengths of thread to each of the four corners.
2. Attach the above four thread lengths to empty thread spools.
3. Drop from height of 6'
4. Discuss how gravity and air resistance relate to parachutes falling.

TAKE FLIGHT

Air Resistance

MATERIALS NEEDED:

8 X 11 plain paper

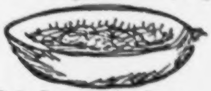
WHAT TO DO:

1. Take 2 pieces of paper. Keep one piece flat and wad one piece up into a ball.
2. Drop the flat and wadded paper from 6 feet off the floor AT THE SAME TIME.
3. What happened? Why?
4. Experiment with making different paper airplanes. How can you adjust the planes so they fly faster?

Best resource: THE GREAT INTERNATIONAL PAPER AIRPLANE BOOK by Mander, Dippel, & Gossage, Simon & Schuster Publishers. Price: $7.95

FEAST OF ST. JOSEPH

Celebrate this Italian holiday by having a spaghetti feast. Try something new! Use spaghetti squash (found in most grocery stores) instead of regular spaghetti.



HOW TO COOK:

1. Slice squash in half lengthwise.
2. Scoop out seeds.
3. Cut into 2" pieces.
4. ParBoil until tender.
5. Give each person a piece to scrape with fork with spaghetti-like strands.
6. Cover with hot spaghetti sauce.

NOTE: Spaghetti squash tastes more like other squashes than pasta.

ACTIVITIES

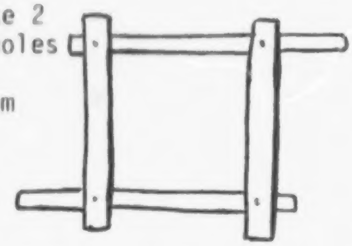
KITE WINDER

After making kites, the next step is to make your own kite winder. This simple wooden device holds kite string, keeping it tangle free. The kite winder also makes it easier to wind-up and let out the string.

MATERIALS NEEDED:

8" X 1" X ½" planed softwood (2 pieces for each kite winder)
3/8" dowel rod - 10" long (2 pieces per kite winder)
3/4" finishing nails
wood glue
12" steel ruler
drill with 3/8" bit (hand-drill non-electric is best for school-agers)
pencil
hand saw
hammer

WHAT TO DO:



1. Using pencil, make 2 marks for drill holes on winder sides (softwood) 1" from each end and centered.
2. Drill 3/8" holes through wood at pencil marks.
3. Put a small amount of glue in each hole.
4. Push one dowel through both holes on top so dowel extends ½" on right side. Push second dowel through both bottom holes so dowel extends ½" on left side.
5. Hammer 3/4" finished nails through wood and dowel at all four corners.
6. Tie kite string to one dowel before winding string around winder.
7. Go fly a kite!

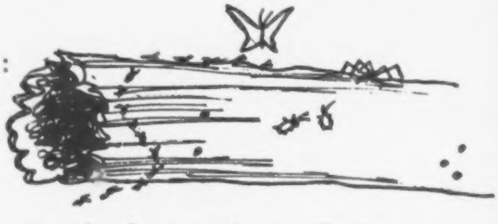
Adapted from FUN WITH WOOD by M. Hardwood, Grosset & Dunlap Publishers.

LOG MURAL

MATERIALS NEEDED:

large piece of plain paper (at least 5' X 3')
yarn, scraps of cloth, buttons, twigs, bottle caps
paints & brushes (choose one
magic markers or
colored pencils combination)
crayons

WHAT TO DO:



1. Create a picture of a log on the large piece of paper.
2. Add different bugs - make out of yarn, scraps of cloth, buttons, etc.
3. Post completed mural for others to see.

NOTE: Check with library, museum of science, state agricultural center, or state environmentalists for information on types of bugs to be found on a log.

BUILD A TREE

This is an active group experience that dramatically teaches children the many parts and functions of a tree...from the roots to the heartwood (center core of the tree). A complete description of BUILD A TREE can be found in Vol.2 #1 of NATURE SCOPE, a bimonthly nature guide full of games, puzzles, stories, crafts, songs, and discussion tips. This issue is on TREES ARE TERRIFIC. Published bimonthly from September to June. $18/yr. from National Wildlife Federation, 1412 16th St., NW, Washington, DC 20036.

ADOPT-A-REDWOOD

For more information: Save-The-Redwoods-League, 114 Sansome St., Room 605, San Francisco, CA 94104. (See p.8)

CONFLICT RESOLUTION

REHEARSE, ROLE PLAY, AND REDO

The discipline methods of Rehearse, Role Play, and Re-do are especially effective with "difficult" school-agers. Many of the behaviors of "difficult" children are impulsive. The 3 R's slow the child's pace and allow for practice of desired behaviors. However, these three techniques can also be used with all school-agers to teach appropriate ways of behaving.*

Rehearse. This can be done with the difficult child alone or in groups. Rehearsing is an actual practice of an upcoming event. For example, the janitor's daughter is coming to tell about her first year at college. The children rehearse where they will sit, how they will behave, what questions they will ask. One child might assume the role of the janitor's daughter.

Difficult children often express their feelings, even happy and excited feelings, by hitting, shoving, and swearing. Teach the difficult child appropriate ways to express feelings that might be experienced. Say: "When you get excited and have a question you want to ask, what can you do to express your excitement? Have the school-ager actually act out (rehearse) how he will act.

Role Play. Think of situations that are frequent trouble for the difficult school-agers. Have the child role-play what they would do in those situations.

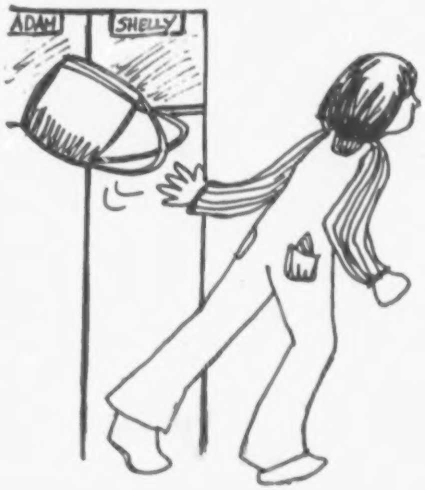
Re-do. Have the child actually re-do an inappropriate behavior at the moment it happens. For example, Shelley comes in from school, slings her book bag across the floor to her cubbie, then slides across the room herself. Her actions are loud, disruptive and potentially hurtful to a couple of younger kids in her path.

(This is not the first time Shelley has done this - you have already told her not to do this several times.)

To have Shelley re-do this scene, have her pick up her bag, go back to the door and have her enter the room, walk quietly to her spot. Some difficult children have been known to have to try seven to ten times before they get it right. Don't give up! Be firm, pleasant and consistent. Avoid getting into a power struggle. Remember the choice is the child's: "Enter appropriately, then you can go participate in fun, or keep redoing the scene."

Rehearsal and role-play are easier to do because both can be planned for and done in small groups. Re-doing is more time consuming because it focuses on the individual child. However, re-doing usually takes more time the first couple of times it is used, as the child tries to test himself against it. Stand your ground and soon a simple "Do it again" will be all that's needed to have the child practice appropriate and desirable behavior.

**See FEATURE article on p.1-2 on the Difficult Child.*



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Delay of your January/February issue was a case of Murphy's Law at its best. We apologize for any inconvenience it may have caused especially for dated items.

ACTIVITIES

MAKING SLIDES WITHOUT CAMERAS

Making slides without cameras is limited only by your imagination.

MATERIALS NEEDED:

slide mounts (available at camera supply stores)
small magazine pictures, photos, or own drawings (cut or drawn to size of slide mount)
clear plastic
clear contact paper

WHAT TO DO:

1. Cut a piece of contact paper to fit inside the indented area of the slide mount.
2. Peel the back off the piece of contact paper and press it onto the picture you have cut out.
3. Using a coin or your finger nail, rub the contact paper firmly until no air bubbles are visible between the contact paper and the picture.
4. Place the picture in luke-warm, soapy water until the paper comes off the back (don't use pictures on cardboard or thick paper - regular magazine paper is best) or until the paper can be pulled off easily. The ink should remain on the contact paper.
5. After this has dried, cover the sticky side of the contact paper with a piece of clear plastic.
6. Trim if necessary and mount in slide mount as with other types of slides.

Slides can be arranged in some kind of logical order. Choose some music to play while showing them to others. If the necessary equipment is available, the slides and the music may be coordinated automatically by the equipment.

PAPER DOLLS

MATERIALS NEEDED:

magazines with pictures of women
photos of women in fashions from 20's, 30's, 40's, 50's, 60's, 70's
plain white drawing paper
colored drawing pencils or magic markers
scissors cardboard glue

WHAT TO DO:

1. Glue magazine picture to cardboard. Let dry.
2. Cut out around outside border of woman's body to make paper doll.
3. Cut out different clothes - dresses, pants, shoes, hats, etc. from magazines to "dress" paper dolls. Be sure to leave "tabs" on cut-out clothes to attach to dolls.
4. OR Draw paper dolls and clothes on plain white paper. Color and cut out as above.

MAGAZINE SCAVENGER HUNT

MATERIALS NEEDED:

magazines clues*

WHAT TO DO:

1. Divide children into groups of 3 & 4.
2. Give each group a set of clues.*
3. Tell each group they have 30 minutes (or whatever time you wish to allow) to complete the hunt. Introduce this hunt with a tone of excitement.

* CLUES: Write different clues on paper and fold in fourths. Clues can say such things as: "Find photos of three women politicians in Newsweek or TIME."

NOTE: You may decide to make a collage or "book" with the bounty from the hunt.

455

DEVELOPMENTAL NOTES

STAMPS, STICKERS, AND STRING

Todd, seven years old, brings a huge bag, full to the brim, into the block area and dumps his collection of rocks all over the floor, exclaiming: "Look how many rocks I have. Want to help me count them?"

Eight-year old Wendy is telling her friend, Bridgette, about her collection of marbles: "I've got 100 small marbles and fifty giant ones. Want to see them?"

Riaz, nine years old, is sitting at the table putting his stickers into a new sticker book; one page is full of sports stickers; another page is being filled with all of his animal stickers.

One characteristic of the school-age child (beginning around age seven, peaking at age eight, and persisting in various forms throughout a person's entire life) is the phenomenon of collecting.

A natural progression occurs which can be seen in the descriptions of Todd, Wendy, and Riaz. At age seven, school-agers' collections are focused primarily on quantity - the aim is to collect as much of an item as possible; more is better. About eight years of age, the child's interest is in ordering, grouping, and classifying the collection. Around nine years of age, the collector makes lists and catalogs the "treasures."

How different this is from the preschooler who likes to discover an object - study it (one), carry it around, share it, throw it, bury it, then leave it for the discovery of a new item.

Collecting as a developmental tool is important for the child to order and structure their world and to help them move the concepts of numbers and groupings from the concrete to the realm of the abstract. It is this move that allows the school-ager to learn the multiplication and division tables and to use math in monetary exchanges.

How does this relate to the school-age program?

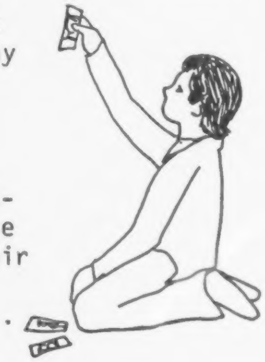
* Respect the school-agers' need for collections.

* Incorporate collections into the day-to-day program.
  1. Have "Show-and-tell" or just "Tell" days.
  2. Remember what kid is collecting what - Give small gifts for the collection or tell a child where they might find an item of interest.
  3. Help school-agers to make storage containers for their collections. This might be a decorated file box for baseball cards, a book for stickers, a cloth bag for marbles, stones or shells.
  4. Provide assistance in the making of lists and catalogs. This can be as simple as making available plain paper, rulers, hole punchers, and glue. Or as advanced as visiting a company who puts together a catalog of products.

* Provide storage for collections, if space allows.

* Capitalize on the natural bent of collecting, grouping, and classifying objects to teach math skills, particularly to school-agers having problems in school. For example, how many Braves baseball cards do you have? How many rookie cards? How many rookie Braves?

* Visit a museum which has a special collection on display or have visitors bring in their collections (stamps, coins, trains, dolls).



This article is based on developmental info found in YOUR CHILD FROM FIVE TO TEN by Gesell, Ilg, & Ames and SCHOOL-AGE CHILDREN, Development and Relationships by Smart & Smart.

ACTIVITIES

NATIONAL WOMEN'S HISTORY WEEK

National Women's History Week is March 2-8, 1986. Contact the National Women's History Project, Box 3716, Santa Rosa, CA 95402, for a brochure of their materials. Described below are four books and one kit available through the project. Please note that you may not have time to obtain these materials before March 2nd. Therefore, we suggest near Mother's Day, during a spring break or during the summer as alternative times.

RACHEL CARSON: WHO LOVED THE SEA

Carson's love for the ocean and biology led her to become a scientist, while her clear writing helped awaken the world to the destructiveness of pesticides. 80 pages. $8.95

LILIUOKALANI

This biography of Hawaii's last sovereign, Queen Liliuokalani, gives young readers a full picture of her life as an educator and her short, stormy career as a monarch. 80 pages. $8.95

BABE DIDRIKSON - ATHLETE OF THE CENTURY

She broke records in golf, track and field and other sports at a time when there were few opportunities for female athletes. The early years of her short life are emphasized here. Illustrations. 57 pages. $9.95

DIANA ROSS, STAR SUPREME

Overcoming poverty and discrimination, Diana became a famous performer whose songs have lodged in most of our minds. Her early family and school life in Detroit and with Motown Records are in this well-written biography. Illustrations. 56 pages. $9.95

QUILTING AS A TRADITIONAL WOMAN'S ART FORM: A KIT

Complete materials for an interesting, informative unit on quilting as a traditional woman's art form. The set contains a dozen 8" traditional "quilt blocks" developed by European immigrants, complete lesson plans for an art project introducing history and geometric principles, samples of quilted fabrics and quilt batting for your class to handle. For the lower grades, blackline copymasters for tracers and nine patch block are also included. Sample blocks are printed in full color on coated card stock with presentation on the reverse of each. Grades 1-6. $15.

MINI-QUILTS

Quilting is considered a long-time expression of creative art work by women.

Find a woman in your community who has been making quilts since a young girl or who is knowledgeable as well as skilled in making quilts.

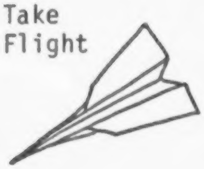
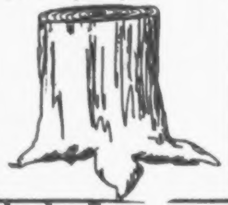
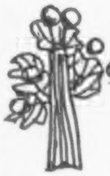
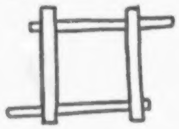
Visit her or ask her to visit your program. Have her show the school-agers different hand-made quilts, including traditional patterns. Ask her to tell the historical stories that go with the patterns and with quilting.

Have her teach the school-agers to make mini-quilts (pot-holders or frame as wall pictures).

MATERIALS NEEDED:

cloth - cotton is best
scissors
templates (cardboard patterns)
  6" X 6" square, 2" X 2" square, 3" X 3" triangle
thread
quilting material

CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
WOMEN'S HISTORY	Who are: Rachel Carson? Liliuokalani? Babe Didrikson? Diana Ross? (See p.8)	Make paper dolls of past and present women. (See p.6)	Act out skits or plays about famous women or women they know. (See p.8)	Magazine Scavenger Hunt (See p.6)	Make Mini-Quilts (See p.8)
SPECIAL DAYS	World Health Day (April 7)	Hana Matsara (Flower Festival) Celebrate Buddha's Birthday (April 8) by planting marigolds, cosmos, zinnias	St. Patrick's Day (March 17) Kite-making - Use green paper or plastic (garbage bags are great!) & green yarn for tail.	Feast of St. Joseph (April 19) Spaghetti Fun (See p.3)	First Day of Spring (April 20) Make plant pots out of clay (self-hardening or "fire" in oven) to prepare for pot gardens.
NATURES FORCES	Take Flight  (See p.3)	What's hot? move indoors and out. Explore by touch, how different objects absorb the heat. Bricks are cool; car tires are hot. Why?	Halley's Comet (See p.14 for best times to see this comet.)	What's Your Angle?...Gravity (See p.3)	What Goes Up, Must Come Down (See p.3 to make miniature parachutes.)
WEEK OF YOUNG CHILD	Children's Bill of Rights. Have children write their own.	Make a door covering collage of pictures of children cut from magazines.	Mostly All Child Cast Movie (E.T., Goonies) Borrow or rent VCR & rent movie	Make slides (See p.6)	Tell a group story of how and why children are different from adults.
TREES	Build a Tree (See p.4) 	Log Mural (See p.4)	Make a list of different kinds & number of trees in your area - Take walks in neighborhood, trips to local park and downtown area.	Arbor Day (April 22)	Adopt-a-Redwood. Help replant a redwood where they once grew. Have children plan and organize a fundraiser to raise the necessary $50. (See p.4)
	Apple Tree Snack  cherry tomatoes lettuce celery	Take a walk to search for tree stumps and count the rings to discover how old a tree is. (This can also be done with whole pieces of firewood.)	Make a list of products made from trees.	Squirrles in a tree (See p.4)	Make a kite winder from wood. (See p.4) 

IDEAS IDEAS IDEAS

JOIN THE CLUB

Children between the ages of six and twelve love clubs. They like to have a sense of belonging to a group. You can take advantage of this in your program by organizing yourselves like a club. Here are some of the things you can do:

1. Establish a club.
2. Adults are "advisors" or "counselors" rather than "teachers." Their role is to be an idea starter an encourager, a facilitator. Avoid dominating the action.
3. Make up a club handshake, or other "signal" that only insiders know.
4. How about a club song? Take a common melody like "Found a Peanut" and make up new words to it, using the club name.
5. Develop a "logo" and make a club flag using permanent ink felt markers.
6. Make club T-shirts using the club logo. Liquid embrodiery works well for washable items.
7. Make up membership cards.
8. Elect officers. Keep it simple; elect a president and forget about the rest of the officers. Have a new president every week and give everyone a chance at leadership. The president would lead the meeting.
9. Plan activities and special events. Of course, this is what it is all about. Let kids suggest what they think would be fun to do. Adult members are allowed to offer suggestions too! As the club's "advisor," adults can help plan, get the materials and implement their ideas.
10. Work on badges. Badges could be made a number of ways, perhaps by gluing small pictures or stickers on posterboard with a safety pin attached and covering with clear contact paper.
11. Start a club scrapbood/journal to record activities and special events. Keep samples of art projects in here.*

Some clubs include:

- * *Clown Club:* Children learn about the personalities and wardrobe of the French Pierot clown or the German Augese. They can learn how to apply make-up, how to make balloon animals, and how to perform improvised skits.
- * *Kite Making:* Children make kites--a Chinese Flying Fish Kite, a basic 2 stick kite, or their own designs.
- * *Space Sculpture:* Children make large free standing sculptures out of painted and slotted shapes. The sculptures can be displayed in an area for all to enjoy.

- * *First Aid Club:* Children can learn basic first aid techniques such as treatments for cuts, choking, artificial respiration, water safety, etc. The club can be taught by "hands on" learning experiences and course materials provided by the American Red Cross.
- * *Slide Makers Club:* Children can actually make slides as well as produce a slide show. Time can be spent discussing story concepts as well as making colorful, free-design slides. Final products may be shown to other children at the center.**

**from Children's World Staff Newsletter, Sept. '85*

***from CHILD CARE Newsletter of Fairfax County Office for Children, June '85, Fairfax, VA. Taken from article titled Ideas for Summer Programming by Bonnie Cooper. (See p.12 for rest of this article).*

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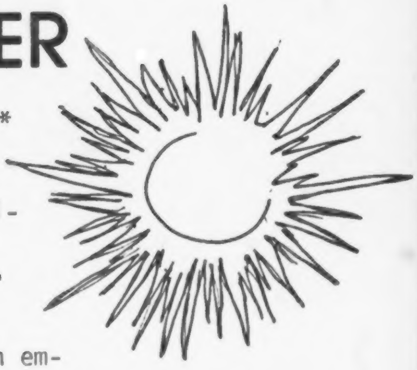
DIRECTOR'S CORNER



** READINESS CHECK LIST FOR SUMMER **

___Brainstorm goals both individual and group goals for your children.

___Contact local parks, museums, tourist attractions, swimming areas, etc. for information on what's available, when, costs, and any discounts for groups.

___Sit down with children and ask them what they want to do.

___Plan one or several themes for the summer to help add continuity to planning and activities.

___Send out a newsletter to parents to announce what the summer program will be like, special themes, events, trips, etc.

___Notify parents about any extra fees for field trips, materials, etc.

___If sack lunches will be necessary, let parents know what, when and some ideas on appropriate items to include and those to keep at home e.g. bottles, perishables.

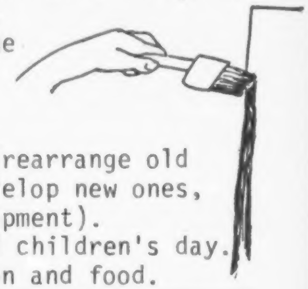
___First-aid box is re-supplied.

___Develop traveling first-aid kit for trips, walks to the park, etc.

___Brief staff on emergency procedures including accidents & injuries, transportation breakdowns, lost children, late arrivals for trips, etc.

___Explain emergency procedures (e.g. fire drill) and day-to-day summer procedures to all the children. Make sure new kids are aware of all regular rules and procedures.

___Update emergency phone number and medical information on children and staff.



___Prepare environment (rearrange old activity centers, develop new ones, gather rest-time equipment).

___Schedule teachers and children's day.

___Arrange transportation and food.

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SUMMER SCENE

IDEAS FOR SUMMER PROGRAMMING

Planning a summer program can be challenging and rewarding. Summer is a time when staff and children look forward to a change in their routines and environments. Some ideas for structuring long days and for planning special events are:

Structure the Day

Plan a daily schedule with time allotted for general types of activities. A sample schedule might include the following:

7:30 ACTIVITIES--Children may become involved as they arrive.

9:00 SMALL AND LARGE GROUP MEETINGS/SNACK--Meetings are used to orient the children to the day and to develop camp spirit.

9:30 ORGANIZED GAMES/WALKING TRIPS--Active games or activities are planned for a large group of children.

10:30 PROJECTS & CLUBS/VISITORS/SKILL BUILDING GAMES--Several on-going projects are planned for small groups of children:

Arts/Crafts
Movement
Quiet Games
Dance
Music
Drama
Cooking
Nature
Science

12:00 LUNCH/QUIET CHOICES

1:00 NAP/GAMES/PROJECTS & CLUBS/SPECIAL EVENT--Younger children could nap. For older children, several activities can be planned or a special event offered for all children.

3:00 SNACK/STORYTELLING/SING-A-LONG/FREE CHOICE--Snack is served. Then children may listen to stories, be involved in a group Sing-a-Long, or have free choice time indoors, outdoors, or in the gym.

4:30 ARTS & CRAFTS/MAKE-IT-TAKE-IT/ORGANIZED GAMES

5:30 CHILDREN'S CHOICE/QUIET ACTIVITIES --Children initiate ideas of their own choice.

SPECIAL EVENTS--Plan occasions to bring children together for special activities. These events may relate to a theme for the day or week. Here are some ideas for special events:

Treasure Hunt..............Create map or flag guides

Luau-Aloha Day..........Music, dancing grass skirts

Circus/Carnival........Mini booths, prizes

Beach Party...........Spread sand and beach towels

Fashion Show...............Kids model their favorite outfits

Camping/Cookout............Set up tents, show camping gear

Wheels Day....Skates, bikes, big wheels-bike decorating, obstacle courses

Nature Scavenger Hunt.......Find listed nature items

Halloween in July.......Costume contest, bob for apples

Topsy-Turvy Day.......Wear clothes backwards, etc.

Olympics..................Games, relays

Water Works Day..Fire Dept. sprays kids

Balloon Day.....Send-off, balloon stamp, decorating balloons

by Bonnie Cooper. Reprinted with permission from CHILD CARE Newsletter of the Fairfax County Office for Children, Fairfax, VA

PARENT'S CORNER: A PARENT HANDOUT

LIKE MONEY IN THE BANK AND YOU DON'T HAVE TO FILL-OUT THE LONG FORM!

A considerable part of your working salary is used to pay for child care expenses. As you prepare your federal income tax return in the next few months, remember the child care tax credit.

You may be eligible to subtract, directly from your federal income tax, 20%-30% of your work-related child care expenses if:

1. Your child is younger than fifteen (15) years of age.
2. You provide more than half of the upkeep of the home in which you and your child live.
3. You have income from work during the year. In two parent families, one parent may work and one may be a student and still be eligible. Otherwise both parents must be gainfully employed.
4. You pay someone 19 or older to care for your children. This may be a relative.

WHAT YOU NEED TO FILE:

1. IRS Form 1040 or 1040A. You do not need to itemize deductions in order to get this child care credit. You may not use the new 1040EZ form.

2. IRS Form 2441 Credit for Child and Dependent care expenses.

3. Records of child care expenses including child's name, fees paid, name of provider and dates of services.

EXAMPLE - Samantha Richards is divorced and keeps up a home for herself and her 4 year old daughter and her 8 year old son who she may claim as dependents. She files a Form 1040A and has adjusted gross income of $20,000. During the year she pays work-related expenses of $3,500 for child care at a day care center.

She figures her credit as follows:

Maximum allowable expenses for two qualifying children	$4,800
Her actual child care expenses	3,500
	x .25
Amount of credit (25% of $3,500)	$875

THIS IS LIKE MONEY IN THE BANK!
SUBTRACT DIRECTLY FROM TAX TO BE PAID!

SPECIAL TIPS

1. The maximum credit allowed for one child is $720 and $1,440 for two or more children.

2. Fill out form 2441 step-by-step, even if the total form doesn't make sense to you. By the time you reach the end, you'll have completed the form and have a clearer understanding of what to do!

3. Have someone else check what you've done. Two heads are better than one!!

RESOURCE

Publication 503 Child and Disabled Dependent Care - available from IRS

Reprinted from January/February 1984 issue of School Age NOTES. All information in this article has been checked and is correct for 1985 tax return.

ACTIVITIES

HALLEY'S COMET

Halley's Comet was first observed and noted by Edmond Halley, a British astronomer, in 1682. Halley predicted that the comet would return at regular intervals.

By March 1, the whole comet will be in sight still fairly close to the horizon. It will be at its brightest in April and will recede from view by the beginning of May. Halley's Comet will not again be visible until 2062.*

See May/June '85 issue of School Age NOTES for activities for making a telescope, stargazing, and a moon phase box.

See p.16 for a Halley's Comet Resource.

from CAMPFIRE LEADERSHIP, Sept. '85

SQUIRRELS IN TREE

MATERIALS NEEDED:

None

WHAT TO DO:

1. Two school-agers stand up and face each other. They form a tree by raising arms up and touching hands (like in London Bridge).
2. A third player is the squirrel who stands in the "tree."
3. At a pre-decided signal ("Everyone change"), the squirrels leave their tree and run for another tree.
4. Switch tree and squirrel positions so everyone gets a chance at being both.
5. Try removing one "tree" each time the squirrels change. Have the removed tree become squirrels. The squirrels will need to double and triple up in a tree for all the squirrels to find a home.

Trash Artists Workshop
Nature Crafts Workshop
Make Your Own Games Workshop
Writing Crafts Workshop
Native American Crafts Workshop
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NATURE CRAFTS by Will Kirkman

Comprehensive book covering the science of nature. Easy activities on plants, bugs, birds and animals.

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see p. 15 to order

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Perfect for the young scientist. Ideas range from a Candle Powered Steam Boat to a Disco Light Show Machine.

MAKE YOUR OWN GAMES by Craig Pearson

Over 50 tips for new games children can make. Great ideas for carnival activities.

WRITING CRAFTS by Bonnie Bernstein

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RESOURCES ORDER FORM

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RESOURCES

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Contact: Chevron Chemical Company
Educational Materials
PO Box 7144
San Francisco, CA 94120-7144
(415) 894-4510

THE COMET HANDBOOK

This 32 page booklet, by Stasiuk and Gruber, covers the history and description of Halley's Comet, tips on observing the comet, and how to photograph. Included are star maps and guides for where and when to look depending on where one lives. To order, contact: THE COMET HANDBOOK, PO BOX 12484, Portland, OR 97212. Cost: $5

RESOURCES

CONFERENCES

WHEN SCHOOL'S OUT - WHAT THEN?: CHALLENGES FOR AFTER SCHOOL-PROGRAMMING, school-age conference to be held August 21-22, 1986, in Lancaster, PA. The conference leaders have announced a formal call for papers on school-age child care for this conference. One page proposals for papers should be sent to: YWCA
Attn: Rhea Starr
110 N Lime St.
Lancaster, PA 17602

"THE DIFFICULT CHILD"

Written by Stanley Turecki and Leslie Tonner, THE DIFFICULT CHILD covers a comprehensive description of difficult children as well as how to develop an effective management program. It is based on extensive research as well as the personal experience of Dr. Turecki's living with his "difficult" daughter. Written for families, it is also a must for anyone working with difficult children. 220 pages. $15.95 Available at local bookstores.

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Child Care Tax Credit

May
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FEATURE

"WHAT'S IN IT FOR THEM?"

Drill and practice are inescapable parts of teaching a child the complex skills of reading and writing. However, it is doubtful children can stay interested in practicing unless they feel that there is "something in it for them." Young children enter school excited about learning and curious about their world. They have already shown a natural ability for learning language by mastering in several years time, most of the sounds, grammar and communication functions of their spoken language. Our job is to keep alive this natural motivation to communicate and channel it into reading and writing.

The modeling of a desired behavior by a respected and beloved adult can have quite an impact on children. Child care workers have had much practice with written language, but often have become unaware of its enormous value in everyday life. Showing school-agers situations in which language helps solve problems and brings pleasure helps children to discover "what's in it for them." Finally, enthusiastic praise for children's beginning efforts to read and write will help them to continue to explore language. Through exploration, school-agers may choose to make the value of reading and writing their own.

The value of of reading and writing can best be shared through how we use them in our work and daily life. Through this sharing, school-agers will also learn that teachers are not magic sources of information; they will learn that they get most of their ideas from others through the written word.

THIS SIDE UP ⇧

A simple example is the use of notes in the classroom. During the day, the school-agers' comments may give ideas for materials or activities for future use. As you write, explain that to help you remember these valuable ideas, you are making a note to yourself (be sure and include the children as the source). Have an area on the bulletin board for 'filing' your notes for reference. Another idea is to work on a written report or project seated in the writing center. Leave out pages with scratch-outs and revisions. Explain to the children about the editing process: when we write down our ideas we rarely "get it right" the first time or even after several tries.

When beginning a new craft activity, refer to the source book with its written directions, explaining about "how-to" types of books. Have some examples of this type book appropriate for your age children in the reading area. When you get new equipment that must be assembled, discuss the necessity for reading the instructions in order to put it together. Also, refer to a songbook when teaching a new song, explaining it is used as a reference until the words are learned. Sharing the value of reading can be as simple as mentioning an item you read about, that is of interest to the children, and explain that you read it in today's newspaper.

This overt discussion and modeling of reading and writing may seem too obvious. Some children have been around adults who read and write everyday for enjoyment, learning or in connection with their work, but many children have seen only a few adults reading or writing.

Modeling reading and writing as useful takes up very little time. Take advantage of the many instances that naturally occur each day. The main goal is to make apparent the everyday value of reading and writing.

Finally, provide an atmosphere where school-agers try out new skills without fear of making a mistake. Praise and encourage all production attempts. When toddlers are learning to speak, parents do not withhold praise until they closely approximate adult speech. The parents "ooh" and "aah" over first words and sentences however unintelligible to their adult ears. They are responding to toddlers' attempts to communicate and accepting productions while providing a model toward which to work. As child care workers, we can respect school-agers' continuing attempts to use written language. We can provide a good language model, show the value of reading and have faith in and nurture the developmental process of language learning.

By Jan E. Tribble, graduate student, Department of Education, Tulane University, New Orleans, LA.

Thanks to Dr. Sue Burns, Assistant Professor of Education, Coordinator of Early Childhood Education Program, Tulane University in New Orleans, LA, for having her students submit articles on school-age child care to School Age NOTES.

COLLEGE STUDENTS GRASP OPPORTUNITY TO PUBLISH!!

School Age NOTES welcomes articles from college students. School-age care is probably already included in curriculum as a special reading assignment or writing project. Plus many students have worked in the child care field or have done research related to school-age child care. This is an opportunity to share this knowledge and expertise through the School Age NOTES newsletter.

Articles and sections from unpublished papers may be submitted to us for consideration. Suggested article topics include:

*Environment and Planning: Developmental considerations in planning activities for school-agers.
*Political Issues: National, state and local level. Ideas for involving the day care in the community and for involving community members or agencies in the day care.
*Curriculum: An inventory of what children like to do afterschool.
*Development: Developmental characteristics of the school-age child (ages 5+).
*Activities: Activities for older children (grades 4+).
*Theories: Personal management, training, parent involvement.

If accepted for publication, students will receive recognition and the school or course will be sited as a reference. Submit work (500-1000 words) to: Editorial Manager, SCHOOL AGE NOTES, PO Box 120674, Nashville, TN 37212.

ACTIVITIES

AMAZING JUNE ACTIVITIES

Do you ever find activities you think are great but at first glance they won't work with your group? Try brainstorming ways to adapt them to fit your needs. Think about the size of your group, what materials are available, and the amount of time you have.

Is the activity too simple? Think of how you can use it as a "stage setter" or introduction to a related, more involved activity.

Is it too complicated? Take one aspect of the activity and simplify it.

Is it intended for individual use instead of group. Redesign it! For example, if the instructions are: color the flag, you can provide materials for making paper flags. Or expand the activity even more by making kites and decorating them as flags, making a school flag, a family flag, ... Get the idea?

On pages 3 & 4, are activities that have been expanded and adapted to work with groups of school-agers.

The ideas are based on material from Randy Harelson's The Kids' Diary of 365 Amazing Days.

Amazing Days is a good resource for planning independent or group projects. The activities can be adapted to suit various needs, or the background information can serve as a theme on which to plan additional activities. Amazing Days' calendar format lends itself to many uses. Staff can use it as a basis for planning activities. Weekend Amazing Days' activities can be shared with parents for use at home. A large calendar can be posted in the child care center with the "Days" listed on the calendar.

See p.15 for ordering information.

MIDSUMMER'S EVE (JUNE 23)

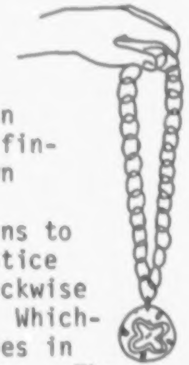
Many countries believe this to be the most magical night of the year. It is a perfect time for making wishes and telling fortunes.

ACTIVITY 1: Look into the Future

MATERIALS NEEDED:

A chain with a pendant hanging from it.

WHAT TO DO:



1. Sit in a chair.
2. Hold the chain between your thumb and first finger. Let it hang down above one knee.
3. Hold it until it begins to move in a circle. Notice if it is circling clockwise or counterclockwise. Whichever direction it moves in first for you means yes. The opposite direction means no. Back and forth means undecided.
4. To find out about the future, ask it yes and no questions.

For a more involved activity, have kids make a fortune-telling booth. Let them charge 25¢ for telling fortunes to parents and other adults who come to the program.

ACTIVITY 2: Magic Potion

Put out small containers to collect rain or dew on midsummer's eve.

The next day: Have kids put some of this magic potion (collected rain or dew) onto their skin. It is "supposed" to make skin soft and smooth and make strong bodies. Some school-agers may want to bottle it and give as a midsummer's eve gift.

ACTIVITIES

AMAZING JUNE ACTIVITIES (CONT'D)

*These activities were adapted from AMAZING DAYS. See p.3.

MIDSUMMER DAY/ST. JOHN'S DAY (JUNE 24)

Today is name-day for people who's names are John or a variation of John (Jack, Jean, Jane, Joanna, etc. If you like, anyone whose name begins with "J.").

ACTIVITY: Make "J" cookies

MATERIALS NEEDED:

½ c. brown sugar
½ c. butter
2 eggs
1 t. vanilla
2 3/4 c. flour
2 t. baking powder

WHAT TO DO:

1. Cream brown sugar with butter (at room temperature).
2. Beat in eggs.
3. Stir in flour, baking powder, and vanilla.
4. Chill dough at least one hour.
5. With floured hands pinch off a little dough and roll between your palm to make a snake about ½ inch thick.
6. Form 'snake' into a "J" and place on a greased cookie sheet. Try to make cookies about the same size and thickness.
7. Bake at 375° for 7-12 minutes.

NOTE: School-agers whose name begins with another letter may wish to make cookie in shape of their own beginning letter or for a friend whose name begins with "J."

COLOR TV DEBUT (JUNE 25)

On this day in 1951 the first color television broadcast was made.

ACTIVITY 1: Put On Your Own TV Premieres

MATERIALS NEEDED:

large cardboard box
sharp cutting tool
large sheets (for drapes)

WHAT TO DO:

1. Make a "TV" by cutting a large square hole in box.
2. Put TV on a table, arrange sheets to provide privacy for TV actors.
3. Divide kids into groups of 3 and 4.
4. Tell each group to choose their favorite TV program to perform on "TV."
5. After each group has time to plan, have them "turn on the TV" and start the performances.

ACTIVITY 2: Vote for TV Favorites

MATERIALS NEEDED:

paper
pencils
box to be used for voting box

WHAT TO DO:

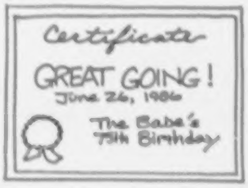
Several children can make ballots to be passed out to group. The categories can include: Best TV Actor, Best TV Actress, Best TV Program, Best TV Movie, Best Cartoon. Children can plan their own TV Emmy Ceremony, complete with special entertainment.

BABE'S DAY (JUNE 26)

Babe Didrikson Zaharias' birthday. Many considered her the greatest all-around woman athlete. She excelled in track, baseball, basketball, tennis, boxing, and golf. "The Babe" was born in 1911.

ACTIVITY: Plan a sports event

Baseball
Croquet
Relay races



Give certificates for playing a sport commemmorating Babe's Day.

(See March/April '86 of School Age NOTES for children's book about Babe Didrikson.)

CURRICULUM CORNER

WHAT'S THIS KID AFTER?

Cheryl, the school-age child care worker, is explaining a new indoor game to a group of 7, 8, and 9 year olds. Eight-year old Troy keeps jumping up trying to touch the low hanging ceiling, shouting, "I touched it!" each time. Why does he do that? Cheryl asks herself, totally bewildered by Troy's frequent disruptive behaviors.

Troy is an active, smiling, exuberant child. But over and over Cheryl finds herself annoyed by the things Troy does. She is puzzled by what to do. It seems like the more she shows her true feelings of annoyance and the more she tells Troy to behave, the more he misbehaves.

"Don't ask why.", advises the authors of MISBEHAVIN': Solving the Disciplinary Puzzle For Educators, "Adults in our society waste a great deal of time, energy, and creativity by overusing the three-letter word 'why.' Teachers and parents are especially addicted to why.... When we ask 'why,' we are admitting our bankruptcy as mature, perceptive, problem-solving adults. As soon as that three-letter word rushes out of our mouths, children know we're in quicksand, on a dead-end street. And since adults usually whine the word 'why,' *double* euphoria and an immediate sense of power are experienced by children...."

Instead, they suggest substituting, "What is the child after by doing what they just did?" Through practice (and it will take much practice to give up the futile "Why?"), asking what the child's purpose is, will refocus toward an action plan. Dubelle and Hoffman (authors of MISBEHAVIN) assert that there are really only four goals of misbehavior:

1) Attention-seeking; 2) Power and control; 3) Revenge; 4) Withdrawal and escape.

So, what was eight-year old Troy after by jumping to touch the ceiling and shouting out in the middle of Cheryl's instructions? Sometimes it's difficult to tell whether the action is attention-seeking or power-grabbing. According to 'MISBEHAVIN', the best way to tell the difference is by our reaction to the misbehaving. Attention-seeking behaviors usually elicit feelings of annoyance and irritation. Power-grabbing produces feelings of anger and extreme frustration. Cheryl was annoyed; Troy seeking attention (not in positive acceptable ways, but through negative misbehavior).

What can Cheryl do? Several options are:

*React to Troy's behavior in calm, even manner (this includes facial and body gestures and voice tone). Avoid sarcasm, frustration, anger, irritation, and yelling in body and verbal language directed to Troy. Be matter-of-fact.

*Give notice to Troy: "Troy, you'd like me to ask you to stop that?" then give attention back to the group.

*Give positive attention to Troy. "Troy, you can jump quite high. Come help me show this part of the game where high jumping is needed."

*Show you care about Troy (even if you don't like him, you are concerned about his general well-being). To show care often takes extra effort with a school-ager who is frequently misbehaving and who you dislike. Therefore, a plan of action is needed: Plan to say three positive comments to Troy each day. At first, Troy may react negatively and then confused but soon he'll be smiling his appreciation.

*Hang in there! The road is not easy with misbehaving kids on it.

**Adapted from MISBEHAVIN. This article gives only a small glimpse of the rich material in this book. Please see p.15 on how to order.*

ACTIVITIES

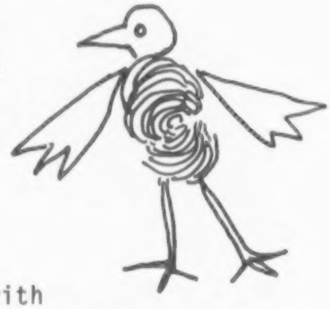
BIRD STATIONARY

MATERIALS NEEDED:

ink pads (different colors would work great but not necessary)
pens, thin magic markers
plain paper and envelopes
scrap paper

Using scrap paper, experiment with making birds.

WHAT TO DO:



1. Make thumb print onto a piece of scrap paper.
2. Create a bird by adding a beak, legs, wings, and eyes to thumbprint.
3. When satisfied with their creation, school-agers can make their own bird stationary by making a thumbprint bird onto good paper and envelopes.
4. Have a special time to write bird notes to someone special: the woman who came and shared her coin collection, the nursing home resident who you visit every Wednesday, the school principal who gave her okay for a play performance Friday night, to someone's grandparent in the hospital, to the substitute whose dog died last week.

HELEN KELLER'S BIRTHDAY (JUNE 27)

Helen Keller (1880-1968) was deaf and blind for most of her life. With the help of her teacher, Anne Sullivan, she learned to read and write (in Braille*) and even to speak. She is famous for her work to improve conditions for blind and deaf people.

Braille is a method of reading coded dots embossed (raised) on paper. Blind people feel the dots to read the message.

See p.3&4 for more AMAZING DAYS' activities

ALL BIRDS FLY

MATERIALS NEEDED:

large open space
group of fun-loving people

WHAT TO DO: *(this game is played in a similar fashion to Simon Says)*

1. Choose a person to be IT.
2. IT stands in front of group and says, "All birds fly."
3. IT names ten things and says they fly. (For example "Robins fly, tables fly, geese fly, tomatoes fly. IT flaps his/her arms while naming the ten things.
4. Group participants are supposed to flap their arms like a bird when a bird is named. They are to remain still when any object (other than a bird) is named.
5. a) Participants who flap when non-birds are named are OUT until a new IT is chosen. (A new IT is chosen after the old IT names ten things.)
   b) A variation is to have those who are OUT to become part of IT - group IT to confuse and confound the remaining participants. The game ends whenever everyone is part of the group IT.

Adapted from THE INCREDIBLE INDOOR GAMES BOOK (See p.15 to order)

DEVELOPMENTAL NOTES

THE NEED TO BE PERFECT

Erikson termed the school-age years (7-10) "the industry vs. inferiority" period. Indeed, this time in children's lives is spent in hot pursuit of achievement, accomplishments, of learning and completing specific tasks, of taking on new and real skills. It is a time spent learning and perfecting skills in cooking, reading, roller skating, soccer, sewing, macrame, etc.

For the school-ager, the need to be perfect at everything they do is paramount. To perform at any endeavor at less than perfect level equals not just failure of that specific event but instead equals failure as a person. Often school-agers can be heard to say, "I'm no good at anything!" or "I can't do anything right." Sometimes the "I'm no good" is hidden in other phrases. "That's boring," "That's for babies" or "I don't want to play that silly game" are frequently used to cover up a fear of failing, of being less than perfect.

Acquiring a sense of self as someone who achieves, who does things well is one of the most important developmental tasks for the school-ager.

How can adults providing school-age child care work with this need to perfect?

*Provide opportunities for school-agers to see the important adults as less than perfect, as people who need help from others and as people who like themselves in spite of their imperfections.

See THE FEATURE, p.1-2, for suggestions on how to do this in relation to reading.

Other suggestions include:

*Bring in pieces of pottery that are useful and beautiful but also have imperfections. Point out how the imperfections add to the beauty.

*Visit an art gallery or look at art books. Point out how valuable paintings are not perfect copies of a real object or scene but are still appreciated for beauty, for making people feel good inside, for bringing out spiritual feelings and aspirations.

*Tell stories about mistakes you have made and how these mistakes helped you learn.

*Admit to being wrong. Many adult caregivers feel they must portray an image of being right all the time. Actually, children learn from and respect a leader who admits their mistakes and gives credit to the child for being right.

*Be matter-of-fact and accepting with school-agers' mistakes and failures. Give examples of great achievers who failed many times (Babe Ruth struck out more times than he made home runs. Top salespeople get rejected 50-100 times, on an average, for every sale they make). Avoid berating a school-ager who fails. Point out what they did well.

Example: Angelo made a leaf picture of his family. The leaf for the dog's body wouldn't stick to the paper. Angelo threw down the glue and picture, stomped away, saying, "I can never do anything right!"

After active listening to Angelo's frustration with the leaf people project, Rosemarie (the caregiver) pointed out, "Angelo, the five other leaves for your family are all sticking to the paper. You did that right! Let's figure out why this leaf won't stick. Did you use another type of glue? Is the leaf different?

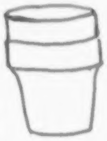
ACTIVITIES

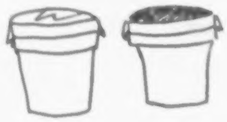
SOLAR HEAT EXPERIMENT

MATERIALS NEEDED:

- white styrogoam cups-7
- small thermometers-4
- spray paint - black
- plastic wrap
- rubber bands
- water

WHAT TO DO:





1. Spray paint inside of 3 cups.
2. Let dry.
3. Put 2 tablespoons of water in three painted cups and in 1 unpainted cup.
4. Put 1 painted cup inside 1 plain empty white cup. Cover top with plastic wrap and secure with a rubber band.
5. Put one painted cup inside an empty white cup. Leave uncovered.
6. Put one white cup inside an empty white cup. Cover top with plastic wrap; secure with rubber band.
7. Leave one black cup as is.
8. Place one thermometer in each cup containing water.
9. Place four cups with water and thermometers in sunny window or out in sun for 30 minutes.
10. Look at each thermometer - which water got the hottest? Why?

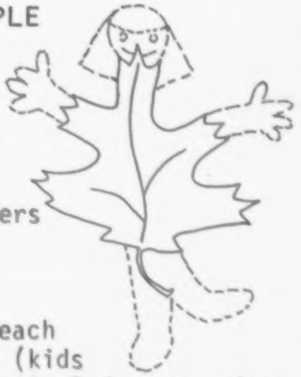
Explanation

1) Insulation reduces the transfer of heat and cold (double cups are a type of insulation).
2) Black ABSORBS sunlight; white REFLECTS sunlight.
3) Plastic prevents convection of heat (like shutting doors prevents heat loss).

Discuss what you can do in your program or at home to reduce heat or cooling loss.

Adapted from Big Book of Recipes for Fun, p.130. See p.15 to order.

LEAF PEOPLE



MATERIALS NEEDED:

- leaves (any kind)
- white glue
- colored pencils
- paper
- magic markers

WHAT TO DO:

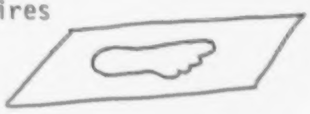
1. Choose one leaf for each member of the family (kids probably will want to include cats, dogs, and other pets).
2. Arrange leaves on paper. Leaves are the bodies for each family member.
3. Glue leaves to paper.
4. Add head, legs, arms, facial expressions, hair.
5. Smaller leaves, parts of leaves, scraps of cloth may be used for hats, boots, and other accessories.

Adapted from Puddles and Wings and Grape Vine Swings (See p.15 to order).

RUBBER SANDALS

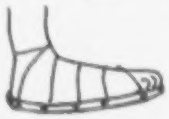
MATERIALS NEEDED:

- old inner tube or non-radial tires
- sharp knife
- chalk
- marker
- awl



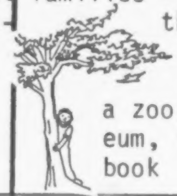
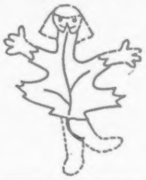
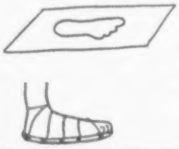
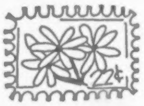
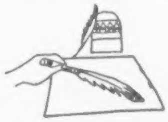
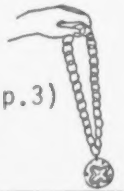
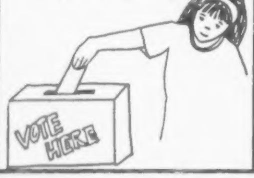
WHAT TO DO:

1. Slit inner tube to make it lie flat.
2. Trace feet onto inner tube.
3. Cut out foot tracings.
4. Cut out ¼ width X 24" strips (2 for each sandal).
5. Using awl, poke holes in sides of sandal.
6. Thread strips of rubber through holes.
7. Tie sandals on feet.

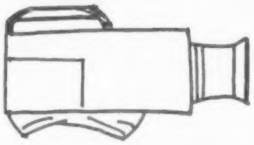


**Source unknown*

CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
FAMILIES	Family meals. Have children cut out magazine pictures of foods eaten at family meals. Display on posterboard and discuss.	Observe animal families - in the park, at a zoo, museum, in a book 	Leaf People (See p.8) 	Have kids draw cartoons of their family in a funny situation.	Have kids make a family tree.
WORLD ENVIRONMENT	Paper Making (Excellent directions in MAKING THINGS, p.15) See p.15 to order.	Rubber sandals (See p.8) 	Visit a recycling plant (what types of materials can be used again? What decomposes quickly?	June 5 - World Environment Day Collect cans & trash in neighborhood	Make an Air Tester (use cotton smeared with vaseline. Set outside on window sill. In evening notice pollutants on it.
SOLAR POWER	Solar Heat Experiment (See p.8)	Solar Greenhouse Simple directions on p.147 in Puddles & Wings & Grape Vine Swings.	Make Solar Tea Put tea bags and cold water in clear glass bottle. Leave in sun all day.	Solar prints. Tape a flat object to dark blue paper. Leave paper in sun all day. Remove and see print.	Trace Shadows - Lay newsprint on ground. Trace trees, people, mailboxes.
STAMPS	Stamp Collage. Remove stamps from envelopes. Glue stamps onto large paper.	Choose favorite stamps. Look at under magnifying glass.	Have a stamp collector visit to show and talk about collecting stamps.	Have children create their own design and make stamps. 	Write a letter to another country. Ask them to write back - collect the stamp.
BIRDS	Watch birds hopping and flying. Imitate them.	Make a birdbath. (Pie tin with rocks or flowers around it.)	All Birds Fly (See p.6)	Bird Stationary (See p.6)	Draw pictures of birds or their feathers. Label. Make a bird book. 
AMAZING DAYS	June 23 - Mid Summer's Eve (See p.3) 	June 24 - St. John's Day Make "J" cookies (See p.4)	June 25 - Color TV Debut in 1951 (See p.4) 	June 26 - Babe Didrikson's Birthday (See p.4) Certificate GREAT GOING! June 26, 1986 The Babe's 75th Birthday	June 27 - Helen Keller's Birthday Send a message in code. Use Braille (See p.6)

TRAINING TIPS



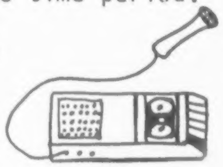
A VIEW FROM A PEER

Most often the areas we need to improve in are the areas we already know we need to change.

Peer Supervision is a method whereby one child care worker asks another to observe their job performance and give feedback on that observation. This usually works best when the person to be observed asks the observer to look for something specific. For example, Valerie is not satisfied with the way she handles the schoolagers' lack of cooperation in putting away supplies at the end of the day. She asks Amelia, her co-worker to observe her and give her specific feedback on her observation.

How to observe:

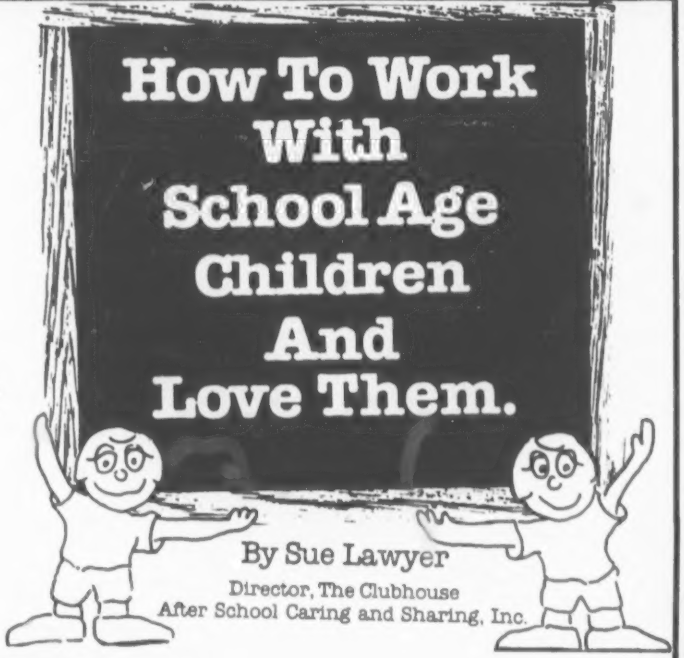
1. Observe for time period lasting about thirty minutes.
2. Make running notes of factual behaviors and conversation. Avoid making judgments. Don't write: "Valerie became frustrated." Do write: "Valerie threw the puzzle on the table and yelled, 'I'm sick and tired of you kids leaving this places a mess.' "
3. Or tape record this same time period. Notes can also be kept.
4. Or video tape this same time.



How to give feedback:

1. Begin with the observee (Valerie) expressing specific events in which she felt she did well and specific events where she needed to improve.
2. Next, review the observations (notes, tape recording, video tape).
3. Third, discuss strong and weak area with both observer and observee contributing information and ideas.
4. Fourth, discuss ways to improve.

NOTE: Sometimes outside help is needed to come up with ways to improve.



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—**Carol Sherman,** Director, Ave Maria House, St. Francis Hospital

"Children who have been in school all day need care that is 'living normally'.
"But still there needs to be somebody to report to . . . These children have a great need for supervision, a firm hand, somebody who knows where they are every minute . . . There are a few places like that. One, in Oklahoma, (is) called The Clubhouse."
—**Gertrude Hoffman,** "The Dean of Day Care" recently retired from the Federal Administration for Public Services, quoted in **Day Care and Early Education,** Spring, 1980

How To Work With School Age Children And Love Them.

By Sue Lawyer
Director, The Clubhouse
After School Caring and Sharing, Inc.

The Clubhouse
1906 S. Boston Ave.
Tulsa, Oklahoma 74119
(918) 582-5599

Yes! I want to know **How To Work With School Age Children and Love Them** in time For Summer. Enclosed is $16.95, plus $2.50 for shipping and handling, for each copy I order.

DIRECTOR'S CORNER

HIRING NEW STAFF

At a time when available candidates for school-age child care staff is at an all-time low, hiring new staff is frustrating and debilitating. With all-day summer care rapidly approaching, with the ever-present need for substitutes and with continuing phenomena of high staff turnover, perfecting hiring skills is a must!

"The Staffing Shortage: 41 Ideas on How to Respond" (Jan. 86) Child Care Information Exchange*, is an eight page article packed with ideas which can virtually turn around difficulties in hiring.

One salient point in this article is the importance of selling your program in order to attract prospective staff. Ideas include:

1. Start with being a quality program. Staff and parents naturally promote (thus advertise) what a great place the program is. Quality programs attract both clientele (parents and school-ager) and prospective staff as well as retain already employed staff.
2. Advertise in as inviting and enticing manner as possible. Paying a professional graphic artist to put together an eye-grabbing ad is worth the money. Advertise in as many places as possible. Think beyond the usual spots.
3. Network with other organizations. Local colleges will send jobseeking graduates to you if you establish a positive relationship with them, e.i., your program is available for work - study students, field placements, and research projects. Or several programs could join forces to pay for an all-out advertising campaign.

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FOR CAREGIVERS ONLY

THE BRIDGE: BUILDING NETWORK CONNECTIONS

Working as a school-age child care worker is often a lonely and isolated business. Networking can be just what you are looking for !

A network or peer support system is An ONGOING SHARING CONNECTION between people (or organizations) for exchange of: information, ideas, expertise, personal support, and materials and facilities.

Properly designed and maintained, a network can deliver inexpensively a great deal of relevant, high-quality help.

For all the people in a network, the main assumptions are:
1) Everyone, no matter how inexperienced or presumably helpless, has something to give.
2) Everyone, no matter how experienced or capable, needs something.
3) The "horizontal" connections possible between peers, for giving and receiving, can decisively reduce the need to purchase or petition outside expertise "vertically." This saves $$.

Summer care marks a good time to use networking. Needs for transportation, ideas for food and activities, and solving problems increases triple fold! To network:

Begin by convincing yourself that you have probably done a lot of networking already; you just haven't used the word. Then practice in small, friendly and trusting groups.

Other starting steps include:

1. Make yourself aware of the wide range of concerns for which network help is available.
2. Within that context, identify your network needs and purposes.
3. Look for people who have experience in that area of concern.
4. Within this experienced group, try to find people who are likely to be compatible and considerate as network partners. (Beware of Turf Ogres, Co-opters, and Lone Rangers.)
5. Think about how you're going to get and keep in touch.

Peer support systems are designed to meet people's needs. Nevertheless, networks work best when people lead from their strengths, rather than from their weaknesses.

An inventory of such offerings will include:

Glad Gives: What a person likes to do, can do pretty well, and which might be useful to other people.

Better Togethers: "I would like to be in touch with someone else who is also interested in or concerned about (Example: older pre-adolescent school-age care)."

Do-It-Anyhows: Activities a person has compelling reasons to perform, whether they happen to enjoy it or not, e.g., the budget.

Trade-Ups: This doesn't cost or inconvenience me much but might still be of high value to others.

Adapted from: The Bridge: A Guide for Networkers by Ivan Scheier and Susan Dryovage, 1981, 39 pages, Yellowfire Press, 3635 Buckeye Court, Boulder, CO 80302. $3.50 per copy plus handling charges.

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ADMINISTRATIVE NOTES

SAN FRANCISCO SCHOOL-AGE CONFERENCE

What do twelve hundred (1200!) people eating box lunches on the outdoor patio of Berkeley High School have in common? Right! School-age care! Child care workers, parks and recreation leaders, YM and YW youth workers, family day home providers, school administrators, school board members, state and city licensing representatives, military child care staff, parents and college instructors attended the one day (Feb. 1st) conference on school-age care sponsored by the California School-Age Consortium. Out of the 97 available workshops, the most popular were group games, drama and movement, nutrition, normal sexual behavior, child development, sports, child abuse and playground design.

Willie Brown (CA State Assembly Leader), in his keynote address, spoke about the continuing commitment to the whole range of needs of families, paying special attention to the gaps in services (such as school-age child care) which can literally make or break a families' ability to function positively.

California Comedian of the Year, Michael Pritchard combined his past experience as a juvenile justice counselor with his inspiring style of humor to convey a serious keynote message. His anecdotes of child-caregiver interactions revealed the richness that caregivers receive from working with children as well as the colossal need for laughter and humor in order to both enjoy and survive in the school-age arena. Two quotes from his speech say it all:

"Caregivers of children get a lot of credit but no cash."

"Laughing is like changing a diaper. It doesn't change anything permanently, but it sure takes the 'poo-poo' away for awhile."

Comments from participants on the conference:

"loved the relaxed tone" ... "practical, hands-on information we can use when we get back" ... "great opportunity for building new partnerships." ... "appreciate a conference we could afford to come to."

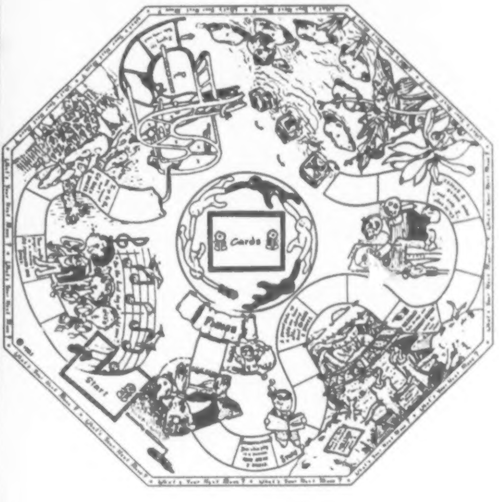
Exciting last note: Around 150 people from Southern CA. made the long trek (car pooling, etc.) up to San Francisco to attend this conference. Both Los Angeles County and Orange County (San Diego) have formed task forces similar to the California School-Age Consortium. They are bringing together divergent groups (school-based, Y's, parks, military) to address concerns of working with school-agers, particularly quality care and training.

FEDERAL "LATCHKEY" $$$

While $5 million for school-age child care has been authorized, a "rescission" has been proposed to include the Community Service Block Grants and the "latchkey" and information and referral block grants. A rescission is used by the President when the government doesn't want to spend appropriated money. The money doesn't have to be spent for forty-five days (past February 5th). If Congress doesn't approve it, the President has to spend it. Most likely Congress won't approve the rescission and $5 million will be available for school-age care. But wait! Don't set your sights on $5 million because the Gramm-Rudman Bill* will reduce it by 4.3%. Also what's left - $4,785,000 won't be available soon since important questions such as who is to oversee distribution and how is it to be distributed to the states have not been answered.

** Gramm-Rudman-Hollings Balanced Budget and Emergency Deficit Control Act of 1985 is the new federal budget mechanism designed to eliminate our national deficit. Although some cuts went into effect March 1, it is the October cuts that will have the most impact on programs for children.*

NEW RESOURCE



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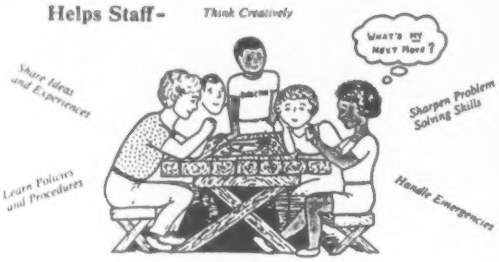

Helps Staff -
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Share Ideas and Experiences
WHAT'S MY NEXT MOVE?
Sharpen Problem Solving Skills
Learn Policies and Procedures
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IF...

"An angry mother accuses you of slapping her child."

"You notice several children imitating a child who stutters."

"A child falls out of the tree house. She is unconcious!

"Your class had planned to go on a trip to a nearby state park this morning, but it is now pouring down rain."

"While on a field trip to the zoo, you discover a child is missing from your group."

An Innovative Board Game For Training Child Care Staff!

Help new and experienced staff develop problem solving skills. Based on real life situations, this board game covers child behavior, safety and emergencies, staff relationships, activity planning and staff/parent interactions.

SEE PAGE 15 TO ORDER!

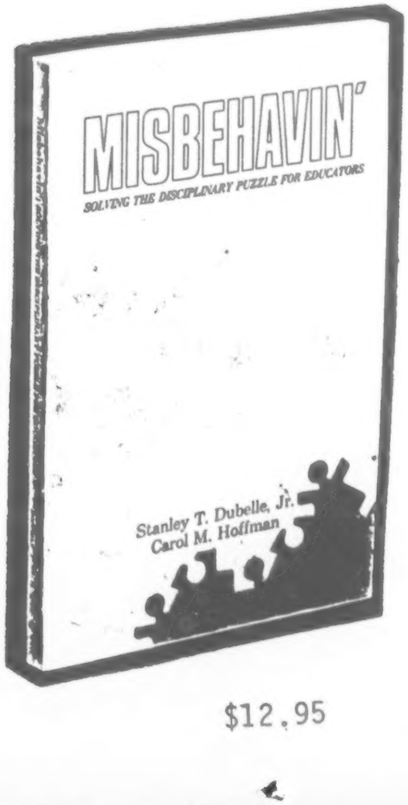
NEW BOOK!

MISBEHAVIN':

Solving the Disciplinary Puzzle for Educators

Stanley T. Dubelle, Jr., Ph.D., Superintendent of Schools, Wilson School District, PA

Carol M. Hoffman, M.Ed., Early Childhood Supervisor, Wilson School District, PA



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SOLVING THE DISCIPLINARY PUZZLE FOR EDUCATORS
Stanley T. Dubelle, Jr.
Carol M. Hoffman

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- ★ An effective, practical, classroom-tested method of discipline that really works in daily contact with school-agers.
- ★ Skills to use in dealing with a wide range of common behavioral problems.
- ★ For all child care workers and directors of school-agers, 4 years to 17 years.

The system of discipline presented in this new book is easily mastered and immediately applicable to school-age child care situations. It has been classroom-tested. It works.

The authors, educators with many years of teaching and administrative experience, developed this system of discipline in their school district. They have presented it to more than 2,000 educators in workshops and courses throughout the U.S. The system is now in widespread and successful use.

Copies of this new book are now available for immediate delivery.

SEE PAGE 15 TO ORDER!

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RESOURCES

SCHOOL-AGE CONFERENCE

The Lancaster, Pennsylvania YWCA will sponsor a Conference for School-Age Child Care Professionals on August 21 and 22, 1986 at the Brunswick Motor Inn, Lancaster, PA entitled "When School's Out - What Then? Challenges for After-School Programming." This conference is designed for Child Care givers and administrators of school-aged children. Amy Wilkins of the Children's Defense Fund will be the banquet Keynote Speaker.

Choices of twenty workshops will be available including Staff Training Programs, physical environment, parent communication, funding for School-Age Child Care (SACC), advocacy, budgeting, regulations for SACC, Personal issues, Team Building, phone links and more. There will also be a banquet, luncheon, and time to do some sightseeing of beautiful Lancaster and the Amish Country. Registration deadline is July 25, 1986. For more information contact the Lancaster YWCA at: 110 North Lime St., Lancaster, PA 17602 or phone (717) 393-1735.

RESOURCES

MUSIC RESOURCES

Dancing Games for Children of All Ages
The Funny Song-Book
The Silly Song-Book

by Esther Nelson

All three books contain both words and music for songs, dances, games to be used with preschoolers and school-agers. Each paperback book is $8.95 + $1.25 (shipping).

Dancing Games has old-time favorites like Hokey Pokey and Shoo Fly, Don't Bother Me! as well as dances from other lands: Korobushka, an authentic Russian dance; and Che Che Koole, an African chant. Clear and simple directions, plus illustrations are given with each dance. Available from: Sterling Publishers, 2 Park Av., NY, NY 10016.

SCROUNGER'S CORNER

Ask paint companies for their old color-wheels (sample of paint colors). Just put out in your art area and watch creative school-agers put to good use.

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FEDERAL SACC $$$ - AT LAST !!
(See p. 14)

FEATURE

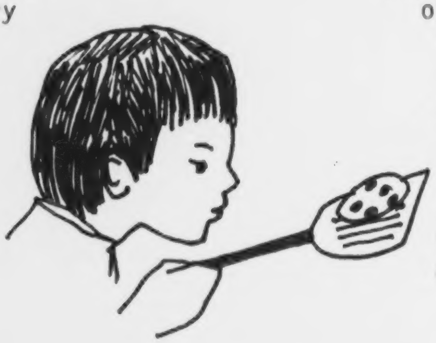
BECOMING MULTICULTURAL

by Patty Hnatiuk

A multicultural curriculum is an important part of our child care program. We use resources such as books, records, tapes and puzzles as tools to foster non-sexist and anti-racist attitudes. We also celebrate holidays, traditions, and rituals from many cultures around the world. We encourage both girls and boys to develop to their full potential, beyond sex role stereotypes. We believe that girls in our program are capable of excellence in all areas - from using carpentry tools to participating in gross motor play - and that boys can be nurturant "fathers." All the children are taught to talk about their feelings and problems.

It is not always easy to find multicultural "tools." Building a book, record, and tape library can take months, even years - especially with limited money for classroom equipment and supplies. Wherever I go, I am always "on the lookout" for appropriate children's books and music. Occasionally I find a perfect example, which I purchase on the spot. Though certain catalogs do contain multicultural curriculum materials, many are out-of-date (i.e. old pictures and unrealistic depictions). *See Resources, p. 16.*

We teachers edit books for sexist and/or racist language and/or depictions, trying not to provide stories with only white characters. We also do not use books with women and girls (including female animals) in stereotypical female roles. During story telling, teachers are vigilant about including active female characters. We praise boys when they take on parenting roles in dramatic play. Girls are encouraged to select carpentry or gross motor activities. For example, if certain boys or girls simply do not gravitate toward these areas, teachers consciously arrange curriculum that engages them. Girls are not discouraged to be fire-fighters, carpenters, construction workers, or truck drivers. Boys are allowed to experiment with dress-ups, to "try on" roles, to play with dolls, cook, and cry freely without reprimand.



Superheroes

Our staff is currently discussing how to address the problem of superhero play at school. We are looking at the content of the play to figure out why children, particularly boys, need to get out the superhero play they see on television and read in books. From our observations of this kind of play, we believe that it makes children feel powerful and strong in a world where they feel weak and vulnerable. We try to utilize curriculum which addresses the cues we get from children about their emotions. Years ago, we used to ban superhero play at school; however, we found that not dealing with the problems of violent and macho behavior did not mean they disappeared. Presently, we are trying to grapple with the problem behavior directly and offer alternative ways for children to feel empowered. Positive role models in stories, books, and curriculum units enable children to develop positive self-esteem and celebrate differences as well as similarities.

Problems

Operating a high quality child care program is extremely hard work. It is very time consuming to deal with the daily tasks which include answering telephone calls, finding substitute teachers, nursing a sick child, and communicating with parents. In addition, we must keep up with all of the requirements of our license and our contracts. Also, it is no small feat to hire teachers during a teacher shortage or find reasonably priced liability insurance. With all of this, it is difficult to find time to focus specifically on our multicultural principles and practices.

There are a variety of internal barriers to achieving our goals. Parents and staff are at varying stages of awareness as to their own experiences with discrimination. Survival issues often overwhelm matters of principle for both parents and workers; there never seems to be enough time to communicate. Children come to us from a wide range of families with different values. Teachers must deal with individual children and their families, as well as the needs of the whole group.

There are few obvious supports for our efforts in the outside world. Institutional racism and sexism are deeply embedded in our society and reinforced by the media. There is widespread ignorance in the U.S. of other countries and cultures despite the "melting pot" mix of people in this country. In addition, multicultural education is not actively practiced in most of our public school systems.

Why Do We Do It?

We are disheartened by the racism and sexism we see in the outside world. We know that children will see, hear, and act out behaviors completely contradictory to our philosophy and teaching. Everyone - staff, parents, and I - has more to learn about ridding ourselves and society of racism and sexism. Yet we are inspired by those who oppose apartheid in South Africa and combat racism in this country. We are also heartened by the many people around the world who support women's liberation. It helps us to know that we are not alone in our vision for a better society.

The tasks we dedicate ourselves to in building and maintaining a multicultural school - combatting discrimination in all its forms - is ambitious, time consuming, and just plain difficult. To be successful, we must not just concern ourselves with helping children develop positive self images; we must also continue to find new ways to involve parents and staff in the process.

Sometimes, in staff meetings, teachers say, "I'm here because this is a special experience. There is love and commitment and trust in this school. But this is not the 'real world.' This is not a typical workplace." No, this is not the real world yet, but we are real people coming together to work toward building a new world. We do it because an investment in children and their education is an investment for all of us. How well we equip them now will determine what form the future will take. Let's celebrate diversity!

Patty Hnatiuk, the Administrator of the Throndike Street School, has been involved in child care since 1971. Our thanks to Child Care News for permission to reprint this article. We have omitted sections and edited the original article. Developing Mlticultural Policies will appear in the Sept/Oct 86 issue of SAN.

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ACTIVITIES

FLIGHT PATTERNS

BANNERS

MATERIALS NEEDED:

long lengths of fabric
rolls of paper: newsprint, adding machine, brown paper
tempera paint
brushes
staples
scissors

WHAT TO DO:

1. Cut fabric or paper into different creative shapes and designs (crescents, zigzags, free forms). Sew cloth designs together. Staple paper designs.
2. Paint designs on paper and cloth with tempera paint.
3. When banners are completed and dry, secure to clothesline with clothespins.

NOTE: Cloth banners will survive the forces of weather. Paper banners are good outside for just one day.

CLOTHESLINE STRUCTURE

MATERIALS NEEDED:

2 pulleys
2 hooks
50 to 100 feet of nylon rope
rope fasteners

WHAT TO DO:

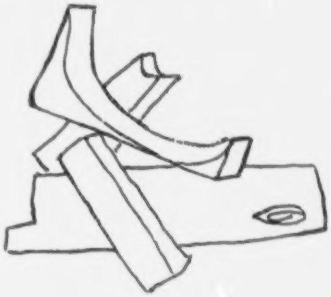
Attach clothesline on a slant from ground or floor level to 10-12' off ground. Use pulleys to be able to fasten banners on ground level and hoist to highest level.

GO-PLANE

Go-carts have been a popular school-ager's vehicle for centuries. Pursuits of planning, designing, building, racing, repairing and redesigning the "go-plane" can involve many summer hours and many weeks. "Go-planes," of course can not really fly, but school-agers can design them to have airplane features and take flight in their imaginations.

MATERIALS NEEDED:

one board 5'(long) X 6-8"(wide) X 1" thick
one board 3' X 4" X ½"
one board 2' X 3" X ½"
rope
nails, screw eyes, wire staples
4 wheels and 2 axles (new or from tricycles or baby carriages).
extra boards and wood to create plane look
hand saw, hammers



WHAT TO DO:

1. Attach, with nails, each of the smaller boards to ends of 5' board.
2. Attach axle with wheels to bottom of each small board. Use wire staples or bent nails to secure axle.
3. Attach screw eyes to front of go-plane - two on top side of 5' board and one on either side (top) of smaller front board.
4. Thread rope through screw eyes.
5. Use rope or feet to steer.
6. Add individual designs to create go-plane.

NOTE: A seat can be improvised from old chairs, wide board, etc.

ACTIVITIES

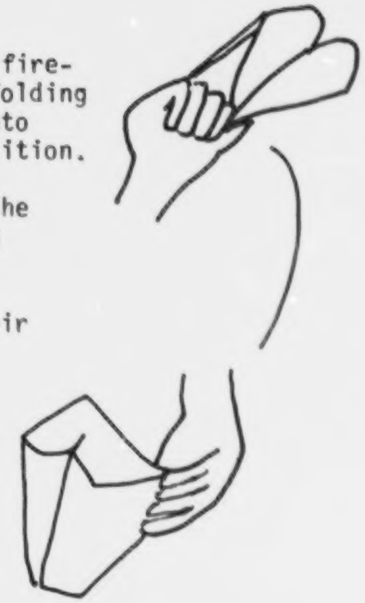
PAPER FIRECRACKERS*

MATERIALS NEEDED:

plain sturdy paper, 7 or 8" square

WHAT TO DO:

1. Fold square in half, so that bottom edge of paper is ½ inch from top edge.
2. Crease fold well.
3. Fold sheet in half, from side to side. Flap should be on inside.
4. Crease fold well.
5. Hold firecracker at open corner (two thicknesses only) so that paper flap will flip out and create the noise.
6. Quickly flick arm and wrist downward to make firecracker bang.
7. "Reset" the firecracker by folding flap back into original position.
8. Try making the loudest bang with everyone snapping their firecracker at the same time.



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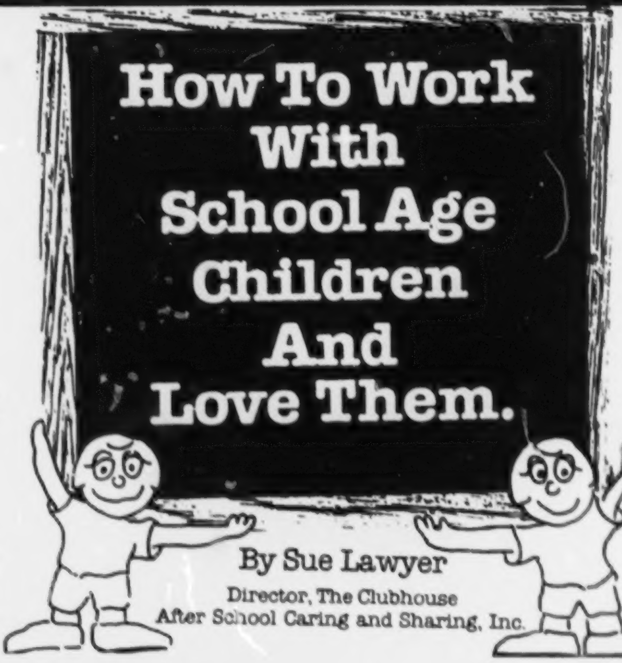
*from KIDS AMERICA by S. Caney (See p.15 to order).

You Could Spend Years Learning This Wealth of Practical Knowledge.

"A highly readable book, it provides direction and guidance in an objective, straight-from-the-shoulder style that can be adapted for any school age program. We have used it as our basic training tool for counselors at our summer day camp for the past three years."
—**Carol Sherman,** Director, Ave Maria House, St. Francis Hospital

"Children who have been in school all day need care that is 'living normally'.
"But still there needs to be somebody to report to . . . These children have a great need for supervision, a firm hand, somebody who knows where they are every minute . . . There are a few places like that. One, in Oklahoma, (is) called The Clubhouse."
—**Gertrude Hoffman,** "The Dean of Day Care" recently retired from the Federal Administration for Public Services, quoted in **Day Care and Early Education,** Spring, 1980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Yes! I want to know **How To Work With School Age Children and Love Them** in time For Summer. Enclosed is $16.95, plus $2.50 for shipping and handling, for each copy I order.

CONFLICT RESOLUTION

PLAYGROUND RULES*

SWINGS

1. Sit on swings. Avoid kneeling or standing on swing.
2. Stay off the swing supports.
3. Ride single. Avoid holding anyone on your lap or riding double.

SLIDES

1. Climb one step at a time.
2. Keep two steps distance between you and the next kid.
3. One person on slide at a time.
4. Keep body in middle of slide. Keep hands off sides of slide.
5. Move quickly away from bottom of slide.

LADDERS

1. Climb only on ladders you can reach by yourself.
2. Keep your head and feet out from between rungs.

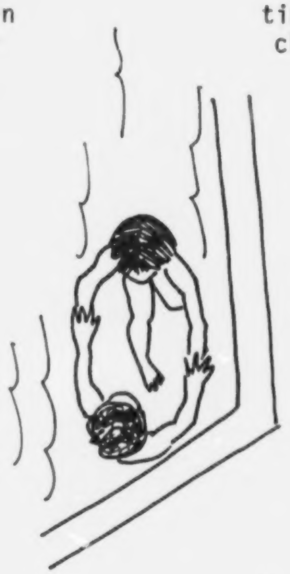
GENERAL RULES

1. Stay off playground equipment if wet.
2. Avoid pushing or pulling other kids.
3. Stay off broken equipment or equipment with sharp edges.

NOTE: This is just a beginning. ADD rules specific to your program playground. For example: "Only four kids on climbing structure at one time."

SWIMMING RULES*

1. Always swim using the "buddy system." Never swim alone.
2. Check out the swimming area before getting in the water. Find out how deep the water is and whether there are any sudden drop-offs or strong currents.
3. Swim only with lifeguard present.
4. Check diving boards and pool slides for sturdiness and slipperiness.
5. Stay out of water if storm nearby or if there is thunder or lightning.
6. Never swim when tired, overheated, or chilled.
7. Never go over your head if can't swim.
8. Learn to swim.



Adapted from SIGH OF RELIEF, the first aid handbook for childhood emergencies by M. Green. See p. 15 to order.

NEWS UPDATE

CHILDREN, CURRICULUM, CHOICES

A research study, begun in 1967, by High/Scope Foundation, found that children from two preschool programs with child-initiated curriculum had committed half the juvenile delinquency acts (by age 15) as peers from a teacher-directed program.

"Researchers speculate a preschool curriculum that emphasizes direct transmission of knowledge, such as a strict question-and-answer approach to teaching, is less successful 'in helping children adapt to the interpersonal realities of rules and conventions.' "

Choices are the key. Implications for school-age programs are: Provide a curriculum where school-agers can choose their pursuits rather than a program where activity decisions are made solely by the leaders. Choices not only allow school-agers to pursue activities that relate to personal preference, but also the kids are learning how to make decisions in the context of peer and adult pressure. Decision-making skills are necessary when faced with what to do about drugs, alcohol, sex, theft, jobs and care of property.

"The study findings are found in Consequences of Three Preschool Curriculum Models Through Age 15. For a copy, write Barbara Bernstein, Ablex Publishing Corporation, 355 Chestnut St., Norwood, NJ 07648 or call (201) 767-8450."

From Report on Preschool Programs, April 16, 1986.

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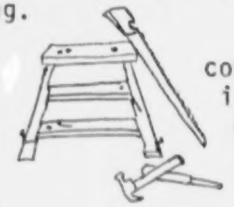
DEVELOPMENTAL NOTES

CHOICES

*by Ima Caregiver***

When the kids arrived after school, we had many interest centers set up:

INSIDE:
Art, Science, Cooking, Snack*, Woodworking, Blocks, Manipulatives, Quiet Area, Water Play, Music, Dramatic Play.
OUTSIDE:
Climbing structures, Sand, Woodworking, Bikes, Always a ball game [football, baseball, basketball, soccer, etc.], Jumpropes, Frisbees, Easel Painting and other art. Manipulatives can be brought outside on a blanket or picnic table. Books and other quiet items are nice on a blanket under a tree. Outside water play and woodworking.



Of course, not all of these interest centers were open every day. Too many choices can get confusing. After having easel painting set out for two weeks, everyone is tired of it so we put it away for one or two weeks. Then, when we got it out again, the kids swamped it.

We had meetings every couple of weeks where the kids talked about what they'd like to do - people they thought would be interesting to have come in, places they'd like to go visit. They came up with some pretty wild ideas sometimes. They wanted Michael Jackson to come in and talk to them; they wanted to go to the beach and zoo (Not viable options in our town). Great ideas though! We did have a local musician come in and talk about what it's like to be in a band. We visited the game farm (closest thing to a zoo here) and went and watched Barnum & Bailey circus unload the animals from the train. We went to a nearby lake that had a small sandy beach.

Lots of time they wanted to do simple things like climb trees, make popsicles, go to the parks; we easily worked those into the weekly schedule.

We set up choices from things that we observed them interested in. (A lot of times they'll say they're not interested but we would see differently; at around 10 and 11 years old, they are 'too' cool to verbalize interest.)

We also added things that we thought they might be interested in. Because of their limited experience, they were unaware of many activities. Through activity books and newsletters we found new ideas and introduced them.

Also, we had to be ready to let go of some of our choices. Many times we had a great art activity planned; the kids came in and totally ignored it. Instead they would get out the staplers and sit and staple papers together endlessly. Well, that's the way it goes.

The kids had the freedom to pick what they wanted to do. If it was in their reach, they would just get it out. If it was not, then they would ask for it.

We tried to be ready (and willing) to drop all our plans and go with the flow. Run outside to play in a sudden rainstorm or turn off all the lights and tell spooky stories or have a spontaneous discussion about divorce.

**Snack was always set up as an interest center - a choice.*

***AKA, Tracy Besley*

ACTIVITIES

EDIBLE PEANUTY SCULPTURES*

MATERIALS NEEDED:

cookie sheet
shortening
bread board covered with pastry cloth
rolling pin covered with stockinet
mixing bowl, fork, table knife
pancake turner
wire cooling rack

1½ c. all-purpose flour
2/3 c. milk
2 T. crunchy peanut butter
2 T. softened margarine
2 t. baking powder
1 t. sugar
1 t. salt

WHAT TO DO:

1. Heat oven to 400°. Grease cookie sheet with shortening.
2. Sprinkle bread board and rolling pin with flour.
3. Mix flour, milk, peanut butter, margarine, baking powder, sugar, and salt with a fork in bowl to form a soft dough.
4. Gently smooth dough into a ball on covered board. Knead 10 times. Divide dough in half.
5. Roll each half of dough into a rectangle (8" X 12"). Cut 8 1" strips from each rectangle. Fold each strip in half, lengthwise to make ½" wide.
6. Twist each into pretzels, letters, numbers, animals or whatever artistic creation is desired.
7. Place on cookie sheet. Bake 20-25 minutes or until golden brown.
8. Remove to wire rack with pancake turner.

Makes 16 sculptures.

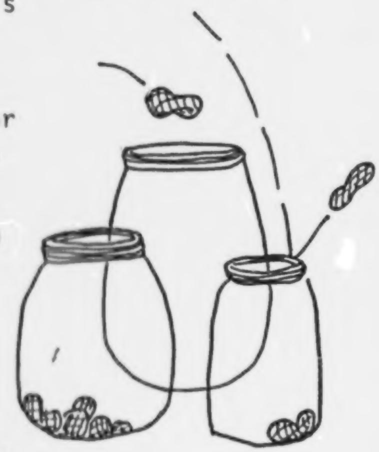
Recipe from Betty Crocker's Cook Book for Boys & Girls, Golden Press, NY, 1977

PEANUT TOSS

MATERIALS NEEDED:

empty jars with various size openings (soft drink bottle, mayonnaise jar)
peanuts in shells

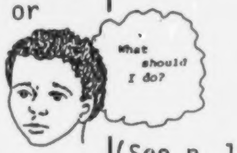
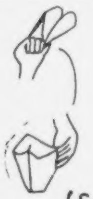
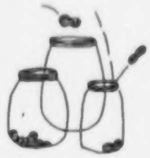
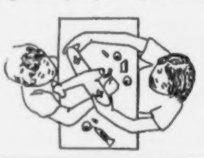
WHAT TO DO:



1. Using chalk or masking tape, mark a line on the floor or outside on concrete or in dirt.
2. Place jars 3 to 6 feet from line.
3. Toss peanuts into jars. Have each child make a chart of how many peanuts they could get in each jar.

Hi! I'm Tracy Besley, the one who brings you CURRICULUM CORNER each month. We're interested in your ideas! Do you have activities that are specific to your region? Here in Nashville we have country music, Los Angeles has Disneyland, and coastal states have marine life. We're also looking for any other activities that have been big hits in your school-age program. We welcome any and all suggestions. Please send your ideas to Tracy Besley c/o School Age NOTES.

CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
COOL-OFF	Water "fights" Use empty squirt bottles. 	Create a 'Cool' Bulletin Board or mural. Use cut out magazine pictures of winter scenes of snow & ice or draw or paint one.	Lemonade or "Slushes" Stand. Sell or give parents as they pick up schoolagers in afternoon.	Body Painting Use colored shaving cream as "paint." Spray off with water hose. 	Cool vision. Under the shade of the tree, have schoolagers close eyes and visualize the story you tell of trudging through Alaskan snow.
SAFETY	Safe Toys Make a chart of safe toys. Use pictures from toy catalogs. Point out safety features.	What Would You Do If... someone cut their hand or foot?  What should I do? (See p. 13)	Make First Aid Kits (See p. 13)	Draw, paint, magic marker or or cut and paste playground safety rules posters. (See p. 5)	Make Summer Cookbook of favorite snacks and lunches Include safe cooking rules (this could turn into a $-making project.)
INDEPENDENCE DAY	Make Firecrackers  (See p.4)	Make and send birthday cards to a favorite government official. Write what you appreciate about this country. *from KIDS AFTER SCHOOL ACTIVITY BOOK.*	Decorate balloons with Happy Birthday designs. Blow-up and let go from a high hill as a birthday celebration.	Make Homemade Ice Cream Use for birthday party.	Put on a birth of our country (Independence Day) party for senior citizens, parents or volunteers.
PEANUTS	Plant unshelled raw peanuts 2" deep 6" apart in deep pots inside or garden rows 3' apart outside. Take 4-5 months to grow.	Make your own peanut butter from raw, shelled peanuts. Use an old-fashioned grinder or a blender.	Peanut Toss  (See p. 8)	Have peanuts in the shells for a snack. Roast in oven @ 300-325° for 20 minutes. Use shells to make finger puppets. Draw faces with magic markers.	Edible Peanuty Sculptures. (See p. 8)
SELF-AWARENESS	Role-play feelings (like charades) - happy, sad, mad, trapped, confident, fascinated. Take photos and make a feelings poster.	Life Size Portraits. Trace body outline on large plain paper. Have each kid draw in their own features. Use yarn and cloth to add hair and clothes.	 "Older Me" Day. Dress up to look 70 years old. Provide props.	Personal Puzzles (See p. 12)	Sad & Happy No-Crust Pizzas (See p. 12)
FLYING HIGH	Flight Patterns (See p. 3)	Work on making model airplanes. as group project. 	Visit a hot air balloon or an airport to see cockpit of plane. Talk with a pilot.	Make a Go-Plane (instead of go-cart) (See p. 3)	Balloon Blow (See p. 12)

Tracy Bailey

TRAINING TIPS

"WHAT'S YOUR NEXT MOVE?"**

*"A angry parent accuses you of slapping her child. What is your next move?"***

*"Your co-worker is very sensitive to criticism. You have some suggestions to improve her teaching skills. How would you approach her with suggestions?"***

*"For the third time today, you have asked the same two children to stop fighting..." What do you do now?"***

Learning how to handle these and other problem situations in school-age child care is an on-going process. Training workshops are useful times for staff to learn or improve their problem-solving skills and know-how.

The most effective ways of learning is by doing. That is, someone can tell (lectures) you how to bake a cake, or you can read the directions, or you can watch a video-taped baking of a cake, but until you actually go through the steps yourself and bake a cake, the knowledge is not solid nor something you could perform with relative ease.

Likewise, in learning how to deal with angry parents or sensitive co-workers or fighting children, going through the motions of effectively dealing with an angry parent will make the knowledge acquired through lectures, books and video-tapes, truly one's own.

Practice in doing is less stressful and can be equally, if not more, effective for acquiring skills. In fact, there are situations we prepare for but hope never to actually be involved in. Examples of these include fires, tornadoes, transport of a child with a "broken bone," and dealing with an inebriated person with a gun.

Practice can be in the form of games (WHAT'S YOUR NEXT MOVE?** or charades) or in situational problem-solving (what would you do if..) or through role-playing (actually going through the paces, as in a fire drill).

So, if staff in your program really want and need to know how to handle the angry parent, try training through doing:

What would you do if:
- have each staff member write down what they would do if an angry parent accused them of slapping their child.
- have one person volunteer to read or tell the group what they would do.
- discuss and have other staff relate their ideas.

Role-play:
- Act out one way of handling the angry parent. Staff can be the parent, child caregiver, director, and another caregiver.
- Discuss what actions were helpful to the parent, caregiver, child and which were not.

NOTE: A facilitator can help in this process by assigning roles to staff and by setting the stage. The facilitator can also lead the discussion afterwards. A child caregiver, the director, board member, volunteer, parent, or local mental health professional could all function as a facilitator.

***WHAT'S YOUR NEXT MOVE? is a new board game for training child care staff. It contains 144 situation cards including the three at the beginning of the article. Situations cover child behavior, safety and emergencies, staff relationships, activity planning, and staff-parent interactions. See p. 15 to order.*

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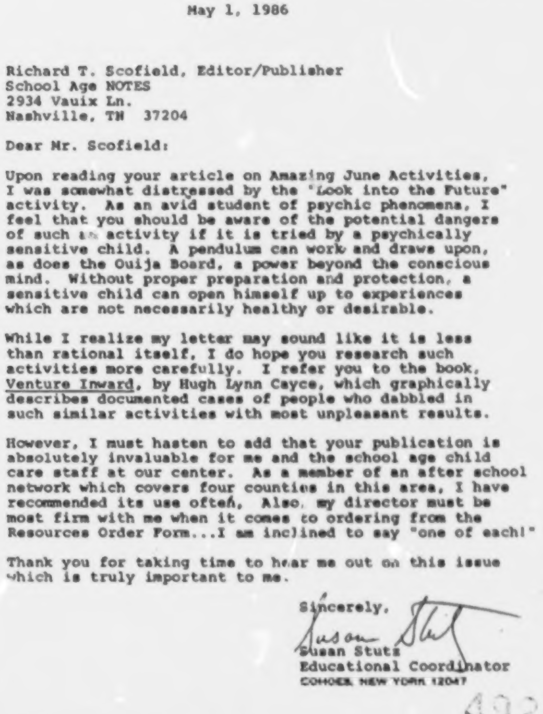
DIRECTOR'S CORNER

ZONING LAWS AND FAMILY DAY CARE

Local zoning restrictions have been playing havoc for child care professionals (usually women) who pursue their careers as family day home providers. In fact, the problems (including court battles) are so great that the Child Care Law Center (CCLC) in San Francisco, CA became involved in the resolution of zoning restrictions which make it impossible for the individual, independent family day home provider to care for children in her own home. Anyone experiencing difficulties with zoning ordinances related to family day care can contact: Child Care Law Center, 625 Market Street, Suite 815, San Francisco, CA 94105, (415) 495-5498, for information and help.

See Child Care Action News (July/August '84 and May/June '85) for more information on this issue. Write to: Child Care Action Campaign, 99 Hudson St, Rm 1233, New York, NY 10013

LETTERS FROM OUR SUBSCRIBERS



May 1, 1986

Richard T. Scofield, Editor/Publisher
School Age NOTES
2934 Vauix Ln.
Nashville, TN 37204

Dear Mr. Scofield:

Upon reading your article on Amazing June Activities, I was somewhat distressed by the "Look into the Future" activity. As an avid student of psychic phenomena, I feel that you should be aware of the potential dangers of such an activity if it is tried by a psychically sensitive child. A pendulum can work and draws upon, as does the Ouija Board, a power beyond the conscious mind. Without proper preparation and protection, a sensitive child can open himself up to experiences which are not necessarily healthy or desirable.

While I realize my letter may sound like it is less than rational itself, I do hope you research such activities more carefully. I refer you to the book, Venture Inward, by Hugh Lynn Cayce, which graphically describes documented cases of people who dabbled in such similar activities with most unpleasant results.

However, I must hasten to add that your publication is absolutely invaluable for me and the school age child care staff at our center. As a member of an after school network which covers four counties in this area, I have recommended its use often. Also, my director must be most firm with me when it comes to ordering from the Resources Order Form...I am inclined to say "one of each!"

Thank you for taking time to hear me out on this issue which is truly important to me.

Sincerely,
Susan Stutz
Susan Stutz
Educational Coordinator
COHOES, NEW YORK 12047

** RATE YOUR SUMMER PROGRAM **

___Can the children plan and carry out long-term projects?

___Do the children have adult help when needed but can carry out projects with some degree of independence and privacy?

___Do the children have opportunities to test the limits of their skills and strengths in activities that have a small element of risk such as climbing trees, taking hikes, and building fires?

___Can children choose to do real work around the center like painting or making minor repairs?

___Do the children find a large variety of games in the center?

___Can the children select games and activities they like, and ask and get good suggestions from caregivers as needed?

___Are caregivers or other adults available to show "how to" and teach interesting skills?

___Are activities offered that use special tools, such as woodworking and pottery?

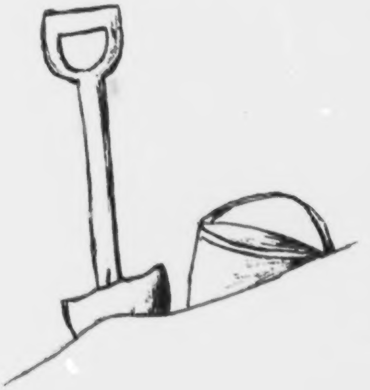
___Are there opportunities to leave the center and explore the community with caregivers or to swim, bowl or participate in other activities?

___Are there opportunities for the children to earn money by doing chores in the community?

___Are there times for the children to be left on their own to find their own solutions to the "there's nothing to do" problem?

___Are there times for the children to be alone as well as in small or large groups?

SURVEYING CHILDREN AND PARENTS ABOUT SATISFACTION WITH PROGRAM, SUGGESTIONS, AND CRITICISMS CAN HELP STAFF EVALUATE SUMMER AND PLAN FOR NEXT YEAR.



ACTIVITIES

SAD & HAPPY NO-CRUST PIZZAS*

By Joel Williamson

MATERIALS NEEDED:

mixing bowl
fork
large pizza pan
wooden spoon
cutting board
sharp knife

8 oz. can tomato sauce
1 lb. ground beef
½ c. dry bread crumbs
½ t. salt
½ t. oregano
½ c. shredded mozzarella cheese
½ c. shredded cheddar cheese
4 slices pimento
2 black olives

WHAT TO DO:

1. Heat oven to 425°.
2. Mix ½ cup tomato sauce, ground beef, bread crumbs, salt, and oregano together in bowl.
3. Divide ground beef mixture into four equal parts.
4. Pat each part into 4½ inch circle, ½ inch thick. Pinch the edge of each circle making a rim. Place on pizza pan.
5. Pour 2 T. of tomato sauce into center of each circle.
6. Bake in oven for 15 minutes.
7. Cut each olive into 4 slices.
8. Remove baked circles from oven.
9. Sprinkle shredded cheese in center of baked circle.
10. Use sliced olives (eyes) and pimento strips (mouth) to make sad, happy, surprised, mad faces.

Makes 4 pizzas.

PERSONAL PUZZLE

MATERIALS NEEDED:

individual photo of each school-ager, 5 X 7 or 8 X 10
thick cardboard or ¼" plywood, same size as photos
strong glue
clear shellac spray
jig saw

WHAT TO DO:

Glue photo to cardboard or plywood. Let dry thoroughly. Spray photo area with clear shellac. Dry thoroughly. Cut up into various puzzle pieces. Store puzzles in large ziploc plastic bags.

BALLOON BLOW

MATERIALS NEEDED:

balloons (minimum of one per two children)
long table

WHAT TO DO:

1. Divide group into two's.
2. Each pair sits opposite each other at a table.
3. Place a blown-up and tied balloon mid-point between each pair.
4. On a predecided signal, each kid simultaneously tries to blow the balloon to the other side.

Recipe from Betty Crocker's Cook Book for Boys & Girls, Golden Press, NY, 1977.

HEALTH & SAFETY

SUGGESTED CONTENTS FOR FIRST AID KITS

BAKING SODA

12 ADHESIVE COMPRESSES

1 PAIR TWEEZER

1 PAIR SMALL SCISSORS

2 OVAL EYE PATCHES

1 ROLL ADHESIVE TAPE*

6 4" X 4" STERILE GAUZE PADS*

6 2" X 2" STERILE GAUZE PADS

1 BOX BANDAIDS (VARIOUS SIZES) *

1 TUBE FIRST AID CREME

1 BOX BAKING SODA (BEE STINGS)

1 BOTTLE CALAMINE LOTION

SUNSCREEN - SPF-15

1 PACKAGE COTTON BALLS

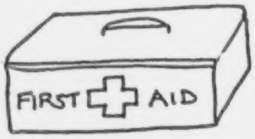
1 BOX Q-TIPS

1 BOTTLE ALCOHOL/HYDROGEN PEROXIDE

1 TUBE JOHNSON & JOHNSON BURN CREAM

AMOPLY AMMONIA INHALANTS

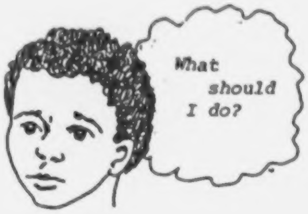
1 BOTTLE SYRUP OF IPECAC (TO BE USED UNDER THE DIRECTION OF A HEALTH CARE PROVIDER)



For school-agers to make their own mini-first aid kits, use cigar boxes, cover and decorate or use ziploc freezer bags. All * items need to be included in mini-kits. Other items can be added as money, space and personal preference dictate.

WHAT WOULD YOU DO IF*...

your friend cuts her foot on a sharp stone and her foot is bleeding a lot.


What should I do?

MATERIALS NEEDED:

soft clean clothes
rolls of wide (3") gauze

WHAT TO DO:

- * Tell school-agers (a small group of 8 or less works best) a story of a 9-year old boy who cut his foot on a sharp rock. The cut was bleeding a lot. His friend thought "What should I do to stop the bleeding?" Then he remembered the steps he learned in first-aid class.

Step 1: Apply pressure directly to the cut to stop the bleeding.
Step 2: Use a soft cloth or the palm of hand. Keep firm pressure for five minutes or longer if needed to stop the bleeding.
Step 3: After bleeding stops, cover with a clean cloth, or gauze.
Step 4: Tell an adult.

* Divide school-agers into pairs.

* Have each pair take turns being the victim and the rescuer.

* Act out what to do when the victim has a bleeding cut.

**Adapted from WHAT WOULD YOU DO IF by L. Freeman. See p. 15 to order.*

ADMINISTRATIVE NOTES

FINALLY! FEDERAL $ FOR SCHOOL-AGE CHILD CARE - BUT ONLY PEANUTS!

Watch for $4,785,000 to start trickling down to states in long awaited block grants for resource and referral (40% of funds) and school-age child care (60%).

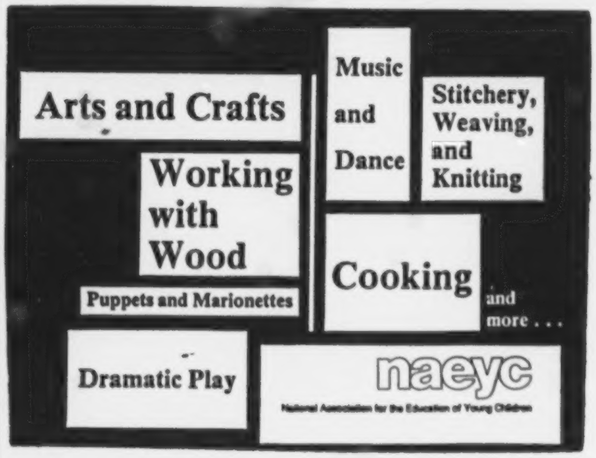
Applications by the states were to be in by June 27, 1986. Each governor decides which department administers the block grant. The best thing to do is call your various child care related state departments and ask who will administer this.

The school-age money is targeted for setting up new slots and not for cost of operating. States must contribute at least 25% matching funds. Funding for SACC goes first to programs in public and private schools and then community centers.

Don't get too excited. As these funds stand now, they are only for use through September 30, 1987 and the amounts alloted per state are ridiculously small. The minimum any state will receive is $50,000 ($30,000 for SACC and $20,000 for R&R). States such as Kan., Me., and Ark. receive the minimum. Calif. receives the most, $445,289 ($267,173 for SACC; $178,115 for R&R). Fla., Ga., Ill., Mass., Mich., N.J., N.C., Penn., and Ohio receive between $100,000 and $200,000 each. N.Y. and Tex. receive more. All other states get $50,000 to $100,000.

While these amounts seem small, try setting up programs in American Samoa with allotments of $419 for SACC and $280 for R&R.

News Break - Internal investigation teams from School Age NOTES are following up on allegations that someone at School Age NOTES has been eating Captain Crunch cereal. Todate the only evidence in this "Breakfastgate" is report of midnight snacking at SACUS with a mysterious jogger named "Roger".


Arts and Crafts
Music and Dance
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Working with Wood
Cooking
Puppets and Marionettes
and more . . .
Dramatic Play
naeyc
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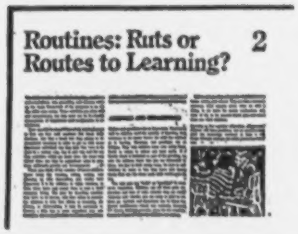
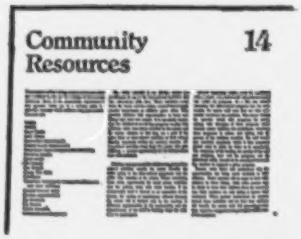
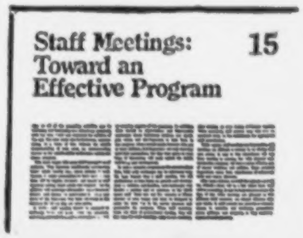
ACTIVITIES FOR SCHOOL-AGE CHILD CARE
An NAEYC Publication

NOT an activities book but rather a guide to program planning. This 80-page book covers eleven activity areas from Stitchery, Weaving and Knitting to Water, Sand and Mud. Planning and resource ideas are explained while incorporating a philosophy and rationale for the programming. These ideas plus the chapters on scheduling, routines, community resources, and staff meetings make this a must book for any school-age program. **$4.95** *plus shpg. See p. 15*

Daily Activities and Schedules
1


Routines: Ruts or Routes to Learning?
2


Community Resources
14


Staff Meetings: Toward an Effective Program
15

RESOURCES ORDER·FORM

ACTIVITIES, ACTIVITIES, ACTIVITIES

____ I Can Make A Rainbow	$14.95
____ Puddles & Wings & Grapevine	14.95
____ Kids' America	10.95
____ Amazing Days	8.95
____ Sticks & Stones & Ice Cream Cones	8.95
____ Hug A Tree	8.95
____ Make Mine Music	7.95
____ MAKING THINGS: The Handbook of Creative Discovery	8.95
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NEW

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RESOURCES

N.J. SACC CONFERENCE

New Jersey Coalition for School-Age Child Care will sponsor a conference September 25, 1986 at Somerset County College. Representatives from across the state will attend this presentation by the School-Age Child Care Project, Wellesley, Massachusetts. For further information, contact: Selma Gore, P O Box 248, Princeton Junction, NJ 08550, (609) 452-2185.

FAMILY RESOURCE COALITION

The first national conference will be held on September 12, 13, 14, 1986, at Palmer House Hotel, Chicago, Illinois. Contact: Family Resource Coalition, 230 N. Michigan Ave., Suite 1625, Chicago, IL 60601, (312) 726-4750.

WHEN SCHOOL'S OUT - WHAT THEN? CHALLENGES FOR AFTER-SCHOOL PROGRAMMING

A Conference for School-Age Child Care Professionals will be held on August 21-22, 1986, at Brunswick Motor Inn, Lancaster, Pennsylvania. Contact: Lancaster YWCA, 110 N. Lime Street, Lancaster, PA 17602, (717) 393-1735.

RESOURCES

MULTICULTURAL RESOURCES

PLANNING AND ORGANIZING FOR MULTICULTURAL INSTRUCTION by G. Baker. Almost 300 pages on developing multicultural curriculum.

Includes lesson plans and activities on Eskimo, Chinese, African, Native American, Mexican, and Puerto Rican cultures in relation to folk art, folk tales, music, food, families and communities. Also a multicultural look at the human body, disabilities, economics. Mentions many resources (books, music, poetry, films). One drawback: written in format for school teachers, not for child care. Price: $12.50. Write or call: Addison-Wesley Publishing Company, Jacob Way, Reading MA 01867, (617) 944-3700.

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FEATURE

THE NEW KID ON THE BLOCK

Butterflies, sweaty palms, racing heart, trembling hands, knees knocking. First day at a new job, first day at the school-age program. Being new, whether your an adult or a school-ager, can be really hard on the nerves. Nervousness can interfere with a person's enjoyment of a new environment. Sometimes, many hours and days and much energy can be spent just trying to make it thru the adjustment to a new place and role.

Remember the last time you were the new kid on the block? or new on your job? or went to a workshop or meeting and didn't know anyone?

What made you more comfortable and relaxed? Some people know no strangers and know no strange places. They are at home with everyone and everywhere. But most people need help in easing the queasiness of being among strangers in a "foreign" land.

Some of the suggestions that follow are simple and familiar to most everyone. Others are involved and more complicated. But the aim is the same! Easing the strain of being new in a strange place.

GREETINGS

"Hello, my name is Gertrude. I'm the secretary. What's your name?" Simple, yes, but what a difference a warm welcome can make to a new person!

Structure your program so that specific staff have the responsibility to welcome a new person (new child or new child care worker). If only one or two new people are expected on a given day, this makes it simple. For a large group of new school-agers, divide the responsibility among all the staff. Of course, every staff persons has the on-going pleasure of welcoming all new people. The rule of thumb in extending greetings: the person who already feels known and comfortable reaches out to the stranger.

BE CREATIVE IN GREETINGS. Make and hang a large sign which reads "Sheryl, Welcome to GARBAGE PAIL KIDS' Club". Arm yourself with information about the new person so that you can ask specific "How are you?" questions. For example, "Josh, I understand you are making a gigantic paper airplane. How's it coming along?

PREPARE THE WAY

Visit the school-agers and family in their home. At this visit, the child and family can become more comfortable with you on their own safe turf. You can also learn much about the interests and life style of this family. Be sure to set up a visit time that is convenient for both the family and you. Let them know this is a casual visit which will not last longer than 30 minutes.

Show off the program. A tour is best done prior to the first day. (It also can easily be done at the beginning of the first day.) Set up a time for the school-ager and family or the new staff person to stop by for a tour of the facilities. This tour should include basic information- such as location of rest rooms, where people eat, are there any animals and where are they kept, and what kind of clothes are okay to wear. Mostly, tours give people a chance to be an observer of how people act, and look, what they wear, what activities are available without the added strain of figuring out how they need to act in the new situation.

Variations or additions to tours can include:
- a video tape or slide tape module of your school-age program *
- a floor plan of the program facility, including outside space*
- a model of the program facility made out of flour and water, clay, cardboard, blocks, etc.*

(* preferably designed and made by the school-agers)
- scavenger hunt with clues that take the school-agers thru all parts of the school-age program space. (Of course this works best when most of the group is new.)
- posters and signs which indicate location and purpose of separate spaces and rooms.

GROUP ACTIVITIES

Many "getting to know you" activities are helpful for groups of new children. For example, make your own name tags and decorate with drawings of things special about yourself. (See p. 8 for more ideas)

PARTNER PROJECTS
(from Children's World Newsletter, June 1986)

Partner Introduction: Two people visit together and find out all they can about each other, then they take turns introducing their"new" friend.

Partner Charades: Two school-agers plan a charades to act out one of their favorite hobbies or activities.

Partner Painting: Two children decide on a subject of mutual interest and paint a picture together at the easel. Then, they can explain to the group why they chose this topic as they display the painting.

Try a whole day of partner projects. Change partners regularly during the day.

OTHER IDEAS

-Take photos of each child or have each child bring a photo from home. Give each child wall space or own storage space to decorate with photo of self plus drawings, memoirs and certificates (Ex. all-around soccer player)

- Do interviews with each child, preferably before the first day. Find out who they live with, birthday, food likes and dislikes, sports, games. Ask: If you could have three wishes, what would you wish for?

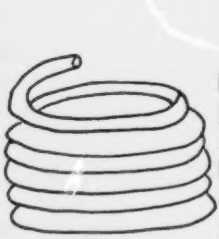
++

NAEYC Conference School-Age Track

The 1986 Conference of the National Assoc. for the Education of Young Children will be in Washington, D.C. November 12-16. Among the more than 300 workshops will be a track of presentations specific to school age child care. For more information on how to join the other 15,000 conferees contact NAEYC Conference, 1834 Conn. Ave N.W. Washington, D.C. 20009 - (800) 424-2460

ACTIVITIES

CLAY COILED POT *



Pueblo people made clay coiled pots for storing, preparing and serving food and water. Designs were painted on for decoration and evoking good spirits.

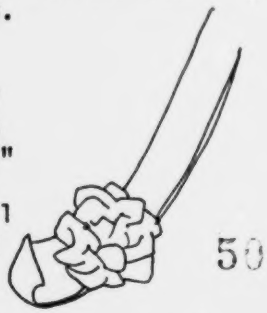
MATERIALS: Self hardening clay, soft brush, piece of gourd or shell, sharp stick or string, paints and brushes

WHAT TO DO:
Press a small lump of clay into a round, flat 1/2" thick base. Roughen, then moisten top with water.
Roll a large lump of clay into a 1/2" diameter rope. Coil rope around top edge of base. Press base and coil together. Add more coil for desired height.
Smooth outside surface with piece of gourd or shell.
Moisten surface first, then texture designs with sharp stick or string.
Paint as desired.

INDIAN KICKBALL**

This game is traditionally played in barefeet, racing and kicking the ball over and around hills. One team works together to be the first team to get the ball across the finish line.

How to play: Mark off a curvy, twisting, hilly course, 1/4 to 1/2 mile in length. Kids work in teams of 6-8 to kick the ball along the course and across the finish line. Measure how long it takes to complete the course. Each team can try to beat their own time. Rule: The ball can only ba kicked with the toe of the right foot; one person at a time. Use stop watches for added excitement. Safety: wear tennis shoes.
How to make kickball:
Crumble aluminuim foil into a solid ball (2 1/2" in diameter). Cut across an inner tube to make 1/2" wide bands. Wrap bands around the ball until foil is completely covered and ball is 3" in diameter.

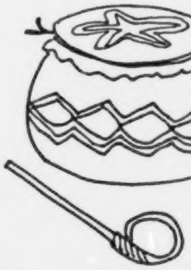


WATER DRUM *

Water drums were the most sacred of all Chippewa Native American drums. These drums were used in special ceremonies and sometimes the water in the drum was drunk as it was considered holy.

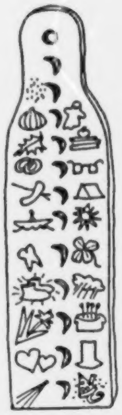
MATERIALS: strong cords, 15" dowel, scissors, buckskin, soft thin leather or chamois, acrylic paints and brushes, large-mouthed glass or water-proof jar

WHAT TO DO:



1. Cut out a circle of leather (2" larger than mouth of container).
2. Decorate with special designs.
3. Fill container with a small amount of water - less than 1/4 cup full.
4. Stretch leather circle tightly over opening and secure with cord tied around neck. Two people working together make this job easier.
5. Tip drum to wet the drum head. Experiment to find the right amount of wetness needed to produce rich musical tones.
6. Use dowel as drumstick.

CALENDAR STICKS *



Native Americans recorded the passage of time and special events (births, huge storms, good hunts or harvests) on sticks or animal skins using pictures.

Have school-agers make their own calendar sticks (use long flat sticks - paint stirrers are great - and magic markers)

---

* *Adapted from NATIVE AMERICAN CRAFTS WORKSHOP by Bernstein & Blair. See p. 15 to order.*

** *Adapted from GAMES OF THE WORLD (Ballantine Books) p. 214-216.*

HEALTH & SAFETY

ROLLER SKATING SAFETY TIPS*

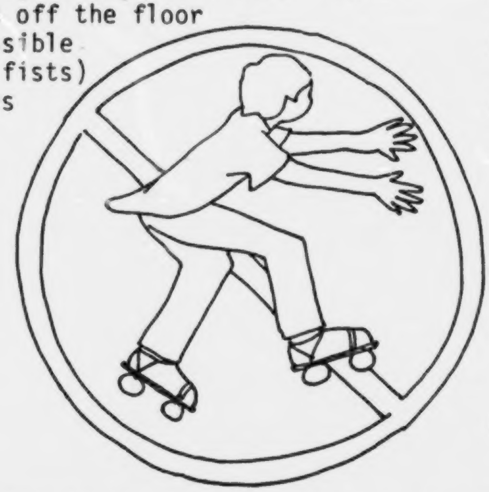
Roller skating accidents do happen. According to the Roller Skating Rink Operators Association (RSROA), everybody falls sometimes when skating. So, the first rule is to learn how to fall and get up again correctly.

PRACTICE FALLING

Teach school-agers to practice falling by standing up on their skates and bending their knees until they're lowered nearly to the floor. Then they need to lean back and to the side, letting themselves fall. They should try to sit or roll onto the softer parts of the body when starting to fall. Remind skaters never to use their hands or elbows to try to stop a fall.

The next step is to practice recovering by sitting up and then getting onto the knees. Rest on one knee and bring the other leg underneath the body, placing skate wheels firmly on the floor. Weight should be shifted to the leg under the body. Then the other leg is brought into the same position, with the skater crouching over both skates.

The body weight is then centered over the skates. The body can be slowly raised by straightening the knees. Hands should be kept off the floor as much as possible (or made into fists) so that fingers aren't accidentally run over by another skater.



Make copies of these rules for the school-agers to review before going skating. Have a group project to make and decorate a skating rules poster.

SAFETY RULES FOR INDOOR SKATING

1. Make sure your laces are securely tied so the ends won't trip or get tangled in your wheels.
2. Always skate in the counterclockwise direction unless the announcer tells you this is a special skate in the reverse direction.
3. Avoid sudden stops or turns when the floor is crowded.
4. Watch for other skaters when you are entering or leaving the skating floor.
5. Carry food or drinks only in areas away from the skating floor.
6. Keep sharp objects out of your hands or your pockets, or any part of your body while skating.
7. Always obey the floor host.
8. Remember your falling and recovery skills. Try to get up as quickly as you can, watching for oncoming skaters.

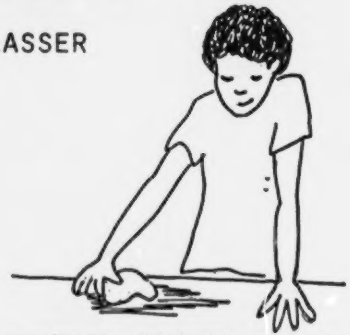
SAFETY RULES FOR OUTDOOR SKATING

1. Wear a helmet, gloves and knee protectors whenever you skate outdoors.
2. Always skate in non-traffic area (Never skate in the street).
3. Skate in a parking lot only when not in use.
4. Before you start, always walk around the area or along the path where you'll be skating. Make sure there are no twigs, pebbles or bits of glass that might cause a fall. Watch for bumpy areas to avoid.
5. Always take it easy. Never allow yourself to skate so fast that you can't stop safely. There are lots of hills outdoors that are great fun to roll down, but if you get going too fast:OUCH!
6. Review indoor skating rules #1,6, and 8.

**Adapted with permission from* Camp Fire Leadership*, Jan. 1986, a publication of Camp Fire, Inc*

CONFLICT RESOLUTION

DISCIPLINE VS. PUNISHMENT ALA GLASSER



mopping up spilled milk: a natural consequence for "fooling around" and knocking over a glass of milk

For effective discipline, a school-age program needs to:

1. Be a good place.
2. Have school-agers who know the rules.
3. ...and agree with the rules.
4. ...and have a say in making the rules.
5. ...and know what will happen if they break the rules.

Taking the natural consequences is not punitive as long as the desired behavior is an option to do something better.

Punishment is enforcing the rules with pain or the threat of pain. Avoid this method.

Run the kind of program where people want to obey because they care about each other and because it makes a better world.

MISBEHAVIORS ARE MISTAKES, NOT SINS.

- -Differences Between the Terms Discipline and Punishment- -

Punishment	Discipline
*Expresses power of personal authority *Is usually painful and based on retribution or revenge (what happened in the past). *Is arbitrary, usually dependent on the adult's mood.	*Is based on logical consequences; expresses the reality of the social order (rules which must be learned in order to function adequately). Is concerned with what will happen now, in the present.
*Is imposed (Done to someone). *Responsibility is assumed by the punisher.	*Means the responsibility is assumed by the behaver. Comes from within. Is desired.
*Means the options for the individual are closed.	*Means the options are always kept open so the individual can choose to improve their behavior.
*Is teaching process which usually reinforces failure identity. *Is essentially negative and short term, without sustained personal improvement.	*Is an active teaching process involving close, sustained, personal involvement; emphasizes teaching person ways to act that will result in more successful behavior.
*Is open or concealed anger.	*Is friendly.
*Is easy or expedient.	*Difficult and time consuming in the short run. Easier in the long run.

Author unknown, but this article is based on the work of Richard Glasser. Three of Glasser's books are *__REALITY FAILURE__*, *__IDENTITY SOCIETY__*, *__SCHOOLS WITHOUT FAILURE__*.

ADMINISTRATIVE NOTES

DAY CARE TASK FORCE ON THE MOVE IN TENN.

Creating 2,000 new day care slots was one of the goals of the Governor's Task Force on Day Care. By enlisting business leaders on the Task Force, Governor Lamar Alexander ensured a commitment that child care advocates seldom are able to achieve.

A total of 500 new slots have been scheduled for opening, mostly through three employer sponsored centers and one large manufacturer. Two of these centers already had been interested in this for several years - The Task Force provided the final impetus.

The Task Force explored the issues of lack of slots, training, and corporate involvement. Testimony was taken from experts in each area of child care as well as from the public.

The schools were the Task Force's solution to after school care, a solution not well received by the Nashville school system. School officials cited lack of money and space as well as programs already in place operated by YMCA's and parent groups as reasons this recommendation was not feasible for Nashville.

However, "The Governor's Task Force on Day Care said it wants to encourage all schools to provide on-site, year-round school care programs." Incorporated into the report was the following developmental stand against "self-care": "Although some older children may be mature enough to handle the circumstances that arise when left alone, most children, regardless of age, need supervision by a responsible adult. Children who are at home alone are potentially placed in situations which require decision-making abilities beyond their maturity level."

Copies of the report should be available in August. For a copy, write:

Jean Farris, TDHS, Citizen's Plaza 14th Fl., 400 Deadrick St., Nashville TN 37219

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DEVELOPMENTAL NOTES

WATCH ME!

"Watch me!", yelled 8 year old Tina, "Watch me climb to the top of the rope, "please!". As soon as several other kids and Jonathan, the child caregiver are watching, Tina scrambles up the rope ladder like a champion.

Ever notice how many times the school-agers beg to have someone watch while they perform their many skills? Often, these calls are for attention can be annoying, especially when many kids are making their requests at the same time.

What's behind this behavior?

Kids twelve and under seem to thrive and outperform themselves with an attentive audience. So reveals a study by a research team at Case Western Reserve University in Cleveland. ".... Researchers watched people playing video games in a shopping mall arcade and selected 32 highly skilled operators between the ages of seven and 35. They asked the aces if they'd do their stuff while a researcher watched - if the investigator paid for the game. Each player was urged to do his/her best and reminded that he or she had only one chance to shine.

"The 16 children under 13 gladly displayed their hair-trigger reflexes and achieved, on the average, a 44.4 percent improvement over their previous scores, despite the presence of an observer.

"The 10 video game virtuosos between the ages of 14 and 17 became so self-conscious that their skills declined drastically. The seven adults aged 20 and over managed to keep a grip on themselves, but their performance level still dropped 24.7 percent on average." (from Growing Child Research Review, Dec '85)

We surmise that the school-agers need for an audience may be related to their limited ability to think in abstract terms. This means that school-agers are unable to "step outside of themselves" and look at their performance. Instead they search out an audience to use as a mirror or measure of their performance. Since the school-agers' self concept is intricately tied to performance, the need to do one's best would definitely be the greatest in front of an audience.

What this boils down to is: those calls of "Watch me! Watch me!" are truly calls for "Help me develop to the best I can be. Be my mirror and reflect back a picture of me performing skillfully". "Watch me!" calls are usually made when a child has an idea she's good but still needs that positive reflection from a caring adult.

LETTERS FROM OUR SUBSCRIBERS

Dear Mr. Scoffield and Ms. Besley,

Generally, I find your publication, SCHOOL AGE NOTES, to be informative and filled with many interesting and new ideas. However, the Curriculum Corner section of the July/August 1986 issue disturbed me.

The fourth week, titled "Self-Awareness" contained a few nice ideas for activities. The "Older Me" Day which stated "Dress up to look 70 years old. Provide props." disturbed me greatly. I found this to be insensitive towards older people. Dressing up to "look" like someone else does not, in my opinion, create any type of awareness on anyone's part.

Perhaps a suggestion to interview older people would have been more appropriate. By having children ask older people how they feel, what they like to do, how they spend their time, etc. they could become more aware of what it's like to be seventy years old. By just dressing up to "look" old, misconceptions and cliches about older people (such as older people walk hunched over or with canes, etc.) are reinforced and perpetuated by children. I hope that this wasn't your intention when you suggested this "activity".

I hope that you will think of this letter when writing the Curriculum Corner in the future. Thank you.

Sincerely,

Donna Lubin, Ed. Coordinator
Somerville, MA 02143

……

School Age NOTES enters the computer age. Notice a difference in the look of our typed pages? We have published this issue using computer word processing software and printer rather than our trusty IBM Selectric. Hopefully it will provide less typos and quicker editorial turn around.

ACTIVITIES

NEW TIMES

THREE QUESTION INTERVIEW: Each child has paper and a pencil. The children form pairs with someone they do not know. They are given three questions to ask, such as, "What is your favorite TV show, food or animal?" They interview each other and take down their name. All reassemble in a circle and the child introduces her/his new friend and tells what she/he has learned about this friend.

PASS THE FACE: The leader makes a face and the person next to her/him passes the face along -- when the face makes its return, the last person changes the face and makes a "new" one.

ZOOM: Zoom is a large circle game that provokes laughter and eases tension of a new situation. The leader starts by turning her/his head to one side of the circle and saying "ZOOM". The next person says "ZOOM" and pases it around the circle-- increasing speed as people become accustomed to the movement of sound. Once established, introduce "EEK!" This sound stops and reverses the "ZOOM". If too many "EEKS" materialize, set limits that the "ZOOM" must pass around the circle once, twice, etc., before stopping.

SOCIAL BAROMETER: Draw a number scale on a chalk board or use tape on the floor: +5 +4 +3 +2 +1 0 -1 -2 -3 -4 -5. Children line up in front of the "0" or neutral area. A topic is mentioned and the children move to the number which indicates their feelings -- the lines in front of a number may extend to include all children, so warn them that they can all be on the same number. Topics can be mixed or in categories. After they have the idea, allow the children to call out their own, taking turns being the caller.

CO-OPERATIVE MONSTERS OR OTHER THINGS: Groups of five to seven people join to draw a monster-- parts are assigned by group decision or by drawing body parts from a sack. At the end, each group shares their drawing with the total group.

OLD GAMES PLAYED A NEW WAY

DOUBLE SIMON (OR USE ANOTHER NAME SUCH AS THE LEADER'S) SAYS: Two games begin simultaneously. When a child does not follow the direction given, they move to the other game and vice-versa, thus always involved and interacting with the group.

NEW BASEBALL (DEACOVE ROUNDERS): Each team must score points equal to the number of its players so the fielders cooperate to help the team at bat. To score, on a grounder, batter advances one base. On an infield fly, batter advances two bases and an on an outfield fly, batter advances three bases. In order to advance the fields must help the batters by fielding the grounders and catching the flies. Thus, everyone's skills are used but in a cooperative way.

TOGETH-AIR BALL (COLLECTIVE SCORE VOLLEYBALL): Children on both sides of the net work together to see how many times the ball is hit before it touches the ground. Each hit is counted aloud. A variation is for the child who returns the ball over the net to scoot under the net to the opposite team. For greater confusion and fun, each time a child hits a ball, they scoot to the opposite side.

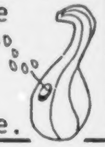
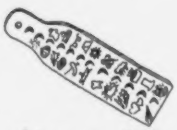
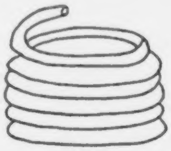
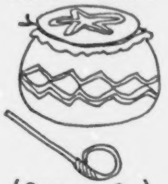
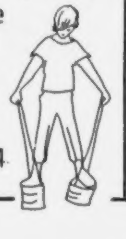
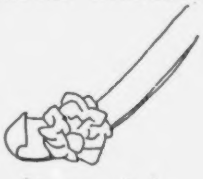
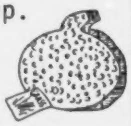
HUG TAG

A player is safe from being tagged only when being hugged by another player. Variation-- Players are safe only when being hugged in groups of three, four, etc.

LONG, LONG JUMP

The object of this game is for the children to jump collectively as far as possible. The children line up and the first child jumps, the second one jumps from the ending point of the first and so on. Children mark the ending point and try to work together to increase their distance.

CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
WORK	Celebrate Labor Day. Kids can list different career jobs. Make collage of pictures of people at work.	Career Charades Kids act out different occupations while other kids guess. 	Work with kids to plan a community career fair. Invite local businesses and other school-age programs to help.	Advertise "jobs" in your program. Require school-agers to submit a resume and interview for a job. Create a "Learn how to write a resume" area.	Grandparents Day Sept. 7th Invite grandparents to visit to tell about their lifework.
FALL FOODS	Apple slices dipped in honey to celebrate the Jewish New Year. Walk thru neighborhood and spread seeds for Johnny Appleseed Birthday, 9/26.	Yam Festival 9/12 Peel, boil, slice, place yams in dish. Sprinkle with orange juice, dribble over with honey, dot with butter. Bake 375°.	Make maracas. Use small gourds. Drill or cut a hole in gourd. Remove inside of gourd. Put in beans and reseal hole. 	Banuelos! Celebrate Mexican Independence Day (9/16) by frying flour tortillas in oil til crisp, then dip in cinnamon sugar.	Take trip to food market to buy fall foods for a science display. Later cook and sample.
NEW TIMES	THREE QUESTION INTERVIEW (See p.8)	PASS THE FACE (See p.8)	ZOOM (See p.8)	SOCIAL BAROMETER (See p.8)	COOPERATIVE MONSTERS (See p.8)
OLD GAMES, NEW WAY	HUG TAG (See p.8)	DOUBLE SIMON SAYS (See p.8)	NEW BASEBALL (See p.8)	COLLECTIVE SCORE VOLLEYBALL (See p.8)	LONG LONG JUMP (See p.8)
NATIVE AMERICAN	Calendar Stick  (See p.3)	Group Stick Toss Standing on a line,each kid tosses 4-5 sticks as far as can. Measure and add to see how far the group can throw together.	Coil Clay Pots  (See p.3)	Water Drum  (See p.3)	Native American Day (Sept. 4) Dye pieces of cloth or T-shirt with natural dye
OCTOBER	From New Zealand. Make stilts out of coffee cans and string. UNITED NATIONS DAY 10/24 	Indian Kickball  (See p.3)	Wet orange sponges and cover with grass seeds in pumpkin shape. Keep damp. Watch grass grow. 	Leaf Costume.Cut out child size outline on paper or cloth. Glue or sew on leaves covering the whole "person." 	Provide flannel board and flannel cutouts of ghosts, monsters. Let kids create their Halloween stories.

By Tracy Besley

TRAINING TIPS

DIFFUSING THE COMPETITIVE SPIRIT

"The playworld is the child's natural medium for personal growth and positive learning.... At its heart, it signifies nothing less than how they will be in this world.... However, if you distort children's play by rewarding excessive competition, physical aggression against others, cheating and unfair play, you distort children's lives." On the other hand, in cooperative games, children "learn in a fun way how to become more considerate of one another, more aware of how other people are feeling, and more willing to operate in one another's best interests." (p.3,4 of The Second Cooperative Sports & Games Book, Random House.) "...Children learn openness, sharing, positive self-concepts and co-operation not by being told about them but by becoming part of a community in which these attributes are the norm." (p.5 of The Friendly Classroom For A Small Planet, Avery Publishers.)

Purpose of Training Session: to increase knowledge of techniques and activities which decrease competitiveness and increase cooperation among school-agers.

I. Introduction: Begin the session by presenting a brief outline summary of need for promoting cooperation among school-agers. See COOPERATIVE SPORTS & GAMES BOOK (1 & 2) and CREATIVE CONFLICT RESOLUTION for background information.

II. Small Group, Exercise One:
1. Divide group into triads (three's).
2. Have each triad take a couple of minutes to identify activities which encourage competition in their school-age program or group.
3. As a whole group, list those activities on newsprint.
4. Discuss what obstacles from staff and children would be encountered in removing the competitive sense from this activity?
5. Brainstorm ways to change the obstacles.

III. Small Group, Exercise Two:
1. Have participants form a group of five or six.
2. Have one person be a recorder and one a reporter for the group.
3. Have each group pick a traditionally competitive activity and brainstorm a way to make it non-competitive.
4. After ten minutes, have each group share their idea with the total group.
5. Discuss.

IV. Play one of the newly created cooperative games activity or choose one from p.8 or from a cooperative games resource book.

V. Discuss how the participants felt during the cooperative activity.

VI. Summarize.

Thanks to Mary Hillman of Kansas City, MO, for allowing us to adapt her training materials for this article and the activities on p. 8.

****

"Rough sports fuel aggression in kids" headlines an article in USA Today. Cited is a study (B.J. Bredemeier, Univ. of CA, Berkeley) of 106 4-6th graders at a summer sports camp. The kids who played rough sports (soccer, football, basketball) behaved more aggressively and more cruel to others than kids who did not play the high-contact games. Bredemeier said that the more experience the kids had with rough games, the less concerned they were about other people's rights. Last note: "Kids with little or no rough sports background gave more altruistic solutions (to moral dilemmas)."

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DIRECTOR'S CORNER

HOMEWORK TO BE REQUIRED BY SCHOOLS

The Chicago Board of Education has a new policy: all students will be required to do homework each evening. Kindergarteners will be assigned 15 minutes, first thru third graders 30 minutes and, 45 minutes for fourth thru sixth graders. But Chicago is not alone. More and more school districts are adopting homework policies or guidelines.

Most school-age child care programs have wrestled with the dilemma of what to do about homework. Some require the school-agers to do homework each day; others provide quiet space and assistance, and others feel strongly that school-age programs need to be different from school: out of school, kids need opportunities to pursue individual interests and to be highly active.

HOMEWORK AND FAMILY STRESS

Homework every evening can eat into this limited time working parents and school-agers have together. This can add stress to the family relations, particularly in a single parent family. Therefore, helping the school-agers with required homework can be a real service to the whole family.

HOW TO HELP:
Communicate with the parents to find out what kind of assistance their school-ager will need.

Create a special homework area that contains quiet, soft spaces, good lighting, desks, and chairs

Provide resources: paper, pencils, math flash cards, computers, dictionaries, encyclopedias.

Use helpers: teen-agers, senior citizens, sorority and fraternity college students; even older school-agers can help younger kids.

Strengthen specific skills: through activities, such as woodworking (math skills) and play writing and performing (reading skills).

Individualize homework help for school-agers who have been in structured group instruction all day. What they need after school is focused individual attention. If homework must be done in the SACC environment, then use this time to meet this emotional need for one-on-one attention.

LACK SACC RESEARCH

KEEPING CURRENT IN CHILD CARE RESEARCH (1986) is an annotated bibliography by Carollee Howes. It is published by and available from the National Ass'n for Education of Young Children.

By focusing only on infant/preschool research, KEEPING CURRENT IN CHILD CARE RESEARCH underscores the lack of study in the field of school-age child care. The only widely disseminated research that has studied school-age child care is Elizabeth Prescott's work from the early 1970's.

If you know of any research specific to school-age child care (ratios, group size, activities, etc.) please contact us so that the results can be reviewed in School Age NOTES.

SACC $$$

CONN: $1 million child care bills passed to expand school-age child care and to "create a tax incentive for employers to offer child care to lower income workers." (REPORT ON PRESCHOOL PROGRAM, May 1986)

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NEWS UPDATE

INSURANCE BRIEFS

"A full 70 per cent of day care centers responding to a national survey late in 1985 revealed cancellation of insurance premiums in midterm or an exorbitant hike in charges... Horror stories of nonrenewals, cancellation and huge increases in insurance rates are reported across the nation. (from Manchester Herald, June 14, 1986)

"Continental Insurance Day Care plan now available in Arkansas, Georgia, Kansas, Michigan, Missouri and North Carolina." Continental hopes to announce "six more states that have accepted its day care insurance policy." Call 1-800-631-8890 for more information. (Day Care USA Newsletter, June 9 and 23, 1986)

MD: State Legislative bill to require casualty underwriters in Maryland to insure child care centers that can not find insurance elsewhere. Drawback: No $$ ceiling on rates underwriters are allowed to charge for the insurance.

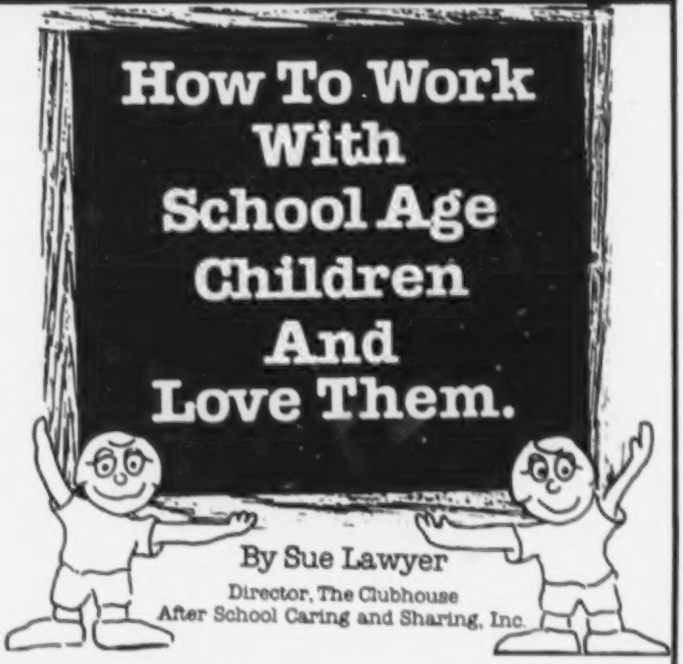
Another state bill passed and signed by Md Governor on April 29th, requires companies providing homeowners insurance to family day home providers to extend liability insurance to cover the day care business. Drawback: the potential of insurance companies to cancel the whole homeowner's policy rather than extend coverage to include the day care part. (from REPORT ON PRESCHOOL PROGRAMS, May 28, 1986)

IN: THE CANCELLATION of COMMERCIAL RISK INSURANCE ACT, a new insurance law, passed by state legislature and signed by the Governor on April 1, 1986, "requires an insurance company to give at least 60 days advance notice if it plans to increase a premium more than 25%, to not renew a policy, to cancel a policy, or to condition its renewal on reduction of limits or elimination of coverage." (from NAYC Newsletter, June 1986)

You Could Spend Years Learning This Wealth of Practical Knowledge.

"A highly readable book, it provides direction and guidance in an objective, straight-from-the-shoulder style that can be adapted for any school age program. We have used it as our basic training tool for counselors at our summer day camp for the past three years."
—**Carol Sherman,** Director, Ave Maria House, St. Francis Hospital

"Children who have been in school all day need care that is 'living normally'.
"But still there needs to be somebody to report to . . . These children have a great need for supervision, a firm hand, somebody who knows where they are every minute . . . There are a few places like that. One, in Oklahoma, (is) called The Clubhouse."
—**Gertrude Hoffman,** "The Dean of Day Care" recently retired from the Federal Administration for Public Services, quoted in **Day Care and Early Education,** Spring, 1980



By Sue Lawyer
Director, The Clubhouse
After School Caring and Sharing, Inc.

**The Clubhouse
1906 S. Boston Ave.
Tulsa, Oklahoma 74119
(918) 582-5599**

Yes! I want to know **How To Work With School Age Children and Love Them** in time For Summer. Enclosed is $16.95, plus $2.50 for shipping and handling, for each copy I order.

ADMINISTRATIVE NOTES

MULTICULTURALISM: DEVELOPING POLICIES

At Thorndike Street School, ideas on multiculturalism are clearly laid out in the educational philosophy, and implemented through policies relating to hiring staff, enrollment of children, development of curriculum, and through organizational structures and processes.

Educational Philosophy

TSS' educational philosophy was written by parents and staff which was a unifying experience. In an effort to recreate this, new parents and staff are asked to review it. A written educational philosophy is critical for enforcing policies that support multicultural education. For example, TSS' educational philosophy states that, "we believe it is important for all of us, of all ages, to work together toward the elimination of racism and sexism as we help shape the future." Toward this end, the enrollment policy stipulates that slots in the program must be filled in such a way as to ensure economic, racial and cultural diversity.

Enrollment

A diverse mix in the program may be achieved by striving for a balance of children of different ages, sex, racial, cultural, and economic backgrounds. Ways to diversify enrollment may be by contacting DSS-subsidized slots or vouchers, or by creating an internal sliding-fee scale.

Given the great demand for child care and its long waiting lists, TSS makes certain "intake choices." When an opening is available, placements are made in conjunction with both the requirements of DSS and with the commitment to racial, sexual and economic diversity. Therefore, spaces can be reserved for children from many backgrounds.

To assure that diversity is attained, we let different communities know what services are offered. For example, if TSS needs to add more Hispanic families, the staff call their local community resource, Concilio Hispano, to notify them of openings. Job notices are also posted at their office.

In areas where such resources might not exist, explore what exists in your community. Even in all-white communities, there is cultural and ethnic diversity, and organizations, neighborhoods, churches, and clubs made up of people from distinctive cultures.

Hiring

Thorndike Street School is also committed to having a multicultural staff. Hiring policies reflect the populations served and the program's locale. TSS' policy calls for "at least 50 percent persons of color in teaching positions." Fortunately, TSS is located in a diverse area, which helps to achieve that goal. It may be more challenging for programs in less diverse settings. Whatever your situation, the important thing is to have a plan to meet your goal.

Over the years, TSS has developed a plan which is called "affirmative out-reach." Parents and staff draw up a job description and a flyer announcing an opening. These are mailed or delivered to community and multi-service centers, schools, and clinics. Then follow-up phone calls are made as well as generally "spreading the word." Ads are placed on radio stations and in publications that will reach diverse populations. In addition, TSS is listed with local employment and training agencies and colleges.

It took several years of "affirmative outreach" to achieve the 50 percent goal.

By Patty Hnatiuk. Reprinted from Child Care News. See July/August '86 SAN issue for FEATURE article, BECOMING MULTICULTURAL by Patty Hnatiuk.

PARENT'S CORNER: A PARENT HANDOUT

STRONG FAMILIES: HOW TO BE ONE

It takes hard work to build a strong family, but many succeed. Such families can be found in cities, the suburbs, and in the country, among all races and ethnic groups. They may be wealthy or struggling to pay the bills. They may have one or two parents, a single child or several children.

Studies have identified a number of signs that indicate that a family is functioning well. The folowing "signs" may suggest things to make your family life even better.

ADULTS FEEL CLOSE TO EACH OTHER AND SHARE AUTHORITY.

They support each other, feel proud of each other. They are able to confide in each other and share leadership and responsibilites. The single parent is confident and in charge.

In your family:
- Take time daily to discuss each other's activities, share feelings, and make family plans. As a single parent, spend some time taking care of yourself, doing things you enjoy.
- Talk about your differences. Try to settle them by compromising or taking turns in making family decisions.
- Admit your mistakes. Apologize when you behave thoughtlessly.

FAMILY MEMBERS DISCUSS THEIR THOUGHTS AND FEELINGS FREELY.

They speak honestly but affectionately. They encourage each other to open up even when they feel angry or sad. They listen. Conflicts are discussed in an atmosphere of love and sometimes gentle humor.

In your family:
- Tell others when you appreciate something they have done or said. Sincere compliments build trust and loyalty.
- Behave in the way you want other family members to act toward you. If you want them to pay attention when you have problems, listen when they talk to you. If you sometimes need help, look for ways to be helpful to them.

FAMILY MEMBERS ARE ALLOWED TO BE DIFFERENT AND TO FEEL DIFFERENTLY.

These families don't insist that all have the same beliefs or feelings or enjoy identical activities. One might like sports and rock music; another may prefer books or stamp collecting. Everyone is unique and loved.

In your family:
- Spend time alone with each family member doing what he/she enjoys.
- Recognize that people disagree. If you don't like what others say or do at times, give your opinion calmly and explain why you feel that way.

THE FAMILY FACES PROBLEMS AND WORKS TOGETHER TO SOLVE THEM.

Parents and children try to figure out what is wrong. They talk about possible solutions. Finally, one or both parents make a decision. Everyone cooperates to try and make the solution work.

In your family:
- Set aside time this weekend to sit down together and talk about what each of you likes and doesn't like about home life. Ask how each thinks problems could be solved.
- Hold such family discussions regularly.
- If you think your family problems are serious, seek help from a clergyman, crisis intervention service, mental health center, family counselor, or psychologist.

RESOURCES ORDER FORM

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____ Sticks & Stones & Ice Cream Cones	8.95
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RESOURCES

TN TO HOST SOUTHERN LEGISLATURES

The Sixth Annual Southern Legislators Conference on Children and Youth will be hosted by Tennessee, November 16-19, 1986 in Nashville. The conference theme is "Building a Legacy for Families: Hard Choices for Southern Leaders." The purpose of the conference is to educate new and experienced legislators about how states are addressing child and family issues, to share ideas, and identify model legislation in areas of:
Child health, education, child welfare, services for handicapped, and juvenile justice.

Participants will include legislators from Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, Missouri, North Carolina, Oklahoma, South Carolina, Tennessee, Virginia, West Virginia, and Puerto Rico.

Advocate for school-age child care by calling or writing your local legislator to encourage their participation. Let them know what your concerns are and what type of legislation would be beneficial to SACC.

For more information, contact Dr. Karen Edwards, Executive Director, Tn Children's Services Commission, 1600 James Polk Bldg., Nashville, TN 37219,

RESOURCES

FROM DREAMS TO REALITY

FROM DREAMS TO REALITY: Adventures In Careers

This excellent resource helps older kids think about and try on careers or jobs. It is divided into four main sections: 1. Attitudes and interests related to career choices and life styles, 2. Overview of careers, 3. Community job observation and experience, and 4. Job field placements.

A set of 95 career cards is used with the activity book. On the front of each card is an interview with a career woman and an accompanying photograph. On the back is a brief job description, personal qualities, education and training needed for the job, salary range, places of employment plus sources for more information.

Although, the material is written for girls, 12-17 years of age, it can easily be adapted for school-agers (8-12 years) of both sexes.

Leader's Guide $1.65 Activity Book $2.50 Set of 95 Career Cards $3

To borrow or purchase: Contact your local Girl Scout office or the central office:
Girl Scouts of the USA, 830 Third Ave,
New York, NY 10022

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November
December
1986
Vol. VII #2

School Age NOTES

The Newsletter for School Age Child Care Workers and Administrators

FEATURE

TIS THE SEASON TO BE JOLLY

Are you dreading this holiday season? Do visions of hyperactive, high-strung school-agers and hyper-irritable parents dance in your head? Although the holidays can be joyous and fun, it is often too busy, too chaotic and too overwhelming. Now is a time of heavy holiday celebrating, which means an abundance of sugar - cakes, donuts, cookies and homemade candies; a too full calendar of special events; and a tightened string of anticipation for those events and for gifts. Add to this a lack of sleep due to staying up and out later than usual. Also, there is the enormous expectation to be "good" because it is holiday time. No wonder "out-of-sorts" and negative feelings and behaviors escalate!

Too often after-school programs feel obligated to join the ranks of families, church and school in celebrating with parties, decorations, gift-making and gift-giving. Thus contributing to the overdoneness of holidays. Instead, focus on assisting the school-agers to cope with the stress of holidays. Do this by helping them to understand the meaning of holidays (from their own culture and from other cultures or groups), and by assisting them with the multitude of feelings that can overwhelm children at this time. Make this the primary goal of SACC during holidays, a goal which can provide a real service to the school-agers and their families.

Holidays are surrounded with traditions (the right way to celebrate), with special warm memories, with deep hurts (of not getting the bike when I was ten), with many changes (visits to grandma's, different foods and shifting schedules).

Stress factors connected with holidays are:

-Difficulty adjusting to any type of change,
-Too many changes at one time,
-Concern over lack of money to buy gifts and special foods,
-Being different, that is, not going to visit the absent parent and their friends will be. Or not being allowed to celebrate certain holidays,
-Overconsumption of high sugar content foods, and
-Lack of sleep and rest.

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SUGGESTIONS FOR REDUCING HOLIDAYITIS

* Limit holiday activities to a minimum. Keep activities simple, unhurried and short-lived. Avoid devoting the whole afternoon to a holiday party or activity.

* Adapt regular activities to include holiday information.
  -Play Trivial Pursuit. Make your own holiday questions and answers. What does "Habari gani" mean? Answer: "What's happening?"(a Kwanzaa festival greeting).
  -Make tapes of older person holiday memories.
  -Make a holiday-traditions-at-our-house picture book/display/mural.

*Provide opportunities and experiences that allow school-agers to express their feelings connected with hoidays.
  -Write their own book.
  -Make a scrap book.
  -Print a holiday newspaper.
  -Write and put on skits about visiting non-resident parent, grandparents, or about not getting presents they want, or about buying presents with so little money.
  -Write a holiday blues or joys song.

* Create a holiday quiet space.

* Make a gigantic chart of holiday behaviors including what foods eaten, activities, and moods of adults and kids. Discuss.

* Choose a special unknown holiday and celebrate for one week.
  -Make and hang decorations.
  -Learn and perform dances.
  -Learn and sing songs.
  -Read and act stories.
  -Make and serve special foods each day.

* Give a gift to the world.
  -Adopt a whale or other endangered animal. The Baltimore, MD aquarium has a special Adopt-an animal program. Check with them or aquarium near you.
  -Adopt a tree.
  -Adopt a "grandparent" for the year.

PREVIEW OF NAEYC CONFERENCE

The National Association for the Education of Young Children's Conference with 15,000 conferees and 1,000 presenters will be November 13-16, 1986 in Washington, D.C.

The Conference will once again feature a "School-Age Track." Some of the workshops are: Training Staff and Volunteers in recreational settings .....Community based training model - a consortuim approach.....Creative approaches to challenging behavior patterns..... Science activities and staff training.... I'm on my own now: bridging the gap between after-school programs and self-care.....

Other school-age related workshops not in the school-age track are: Research on after-school care arrangements.... Guidance for school-age children.... The pressured five year old..... From Scooby-Doo to Skeletor-Superhero Play Designing and arranging space to facilitate the play of children from birth to 8.

PRE-CONFERENCE SESSION on SCHOOL-AGE Programs on Nov. 13th, 9 - 12 noon Title: "School-Age Program Development - A Problem-Solving Approach to Advocary and Coalition Building". Panel followed by small group participation. Co-sponsored by the California School-age Consortium and School-Age Notes.

SCHOOL-AGE INTEREST GROUP - A national update and networking opportunity on Nov 14 at 6 p.m. Good chance to exchange ideas and make SACC contacts.

We are looking forward to seeing you at all school-age events. Our workshop, GOALS FOR KIDS AND GOALS FOR YOU; DEVELOPMENTAL PROGRAMMING CAN BE FUN! will be Nov 15 from 8:30-9:30 at the Hilton Hotel.

However, we will not be doing a School-Age Notes exhibit this year. Be sure to look us up at any of the School-Age Sessions. We always enjoy a chance to talk with our subscribers.

ACTIVITIES

SIMPLE STITCHED BOOK*

WHAT'S NEEDED:

4-8 sheets of paper for book pages
Cover stock (65- or 80-pound) or other heavyweight paper, that measures the width of the book paper by the length of the book paper plus 1/4 inch
Sewing needle
Sturdy thread, such as button twist
Scissors

WHAT TO DO:

1. Fold the sheets of book paper in half, width wise.
2. Insert one sheet of folded paper inside the other, until all the sheets are gathered in the middle.
3. On the innermost sheet, mark the middle point on the fold. Then measure an equal distance above and below this mark, say 2", and mark these points as well.
4. Fold the cover paper in half. On the outside fold, mark the same points as you did on the innermost folded sheet in the step 3. Then insert the gathered sheets inside the folded cover paper. Jog them so that all the top and bottom edges line up evenly.
5. Thread the needle, but don't knot the thread. Insert the needle down thru the middle point on the inner-most sheet, pushing through all the folds of the gathered sheets and cover. Pull through all but 3" of thread. Come up through the top point, then then back down through the middle point, holding down the little tail of thread dangling on the inside with a finger while pulling the thread taut. Now come up through the bottom point. Slip off the needle. Tie the two ends of thread in a tight knot at the middle point. Snip the ends so that they are an even 1-2" long.

QUILL PENS*

MATERIALS NEEDED:

1. goose (or other strong-stalked, large) feather
2. pen or matte knife
3. tweezers
4. blotter or small piece of sponge
5. ink
6. paper

WHAT TO DO:

1. Wash feather in warm, soapy water. Let dry.
2. Soak bottom of quill in hot water - to soften - for several hours.
3. Cut off the end of quill stalk on an angle.
4. Clean out the inside of the stalk. Use tweezers or thin wire.
5. Carefully remove papery skin around quill point. It can break easily.
6. Cut a small slit in mid-part of point. This helps control the flow of ink.
7. Cut the very tip of quill straight across.
8. Dip in ink or food-colored water. Write away!

*From **WRITING CRAFTS WORKSHOP** by B. Bernstein. See p.15 to order.

VEGEMITE AND CRACKER SNACK

Vegemite is a dark brown paste that is a favorite spread on bread and crackers in Australia. Not available in the United States, so substitute apple butter and serve on crackers.

CONFLICT RESOLUTION

TALKING-BACK

Giving lip...talking back...mouthing off...sassing... or just being plain rude.... Call it what you may, this behavior can drive adults crazy. Talking-back frequently manifests itself when a child is directed to perform a task. The child responds with an argument. For example: "Suzette, please go close the door." Suzette talks-back with, "Why do I have to close the door? I always have to do everything. Why don't you ask someone else once in awhile? You always pick on me!"

Talking-back as a delay or avoidance technique usually works well with adults who: 1) Try too hard at being fair;
2) Like to talk things through with children;
3) Believe that verbal communication is essential for positive adult-child relations.

Adults who are unsure of their authority or have an extraordinary need for control often perceive talking-back as a direct challenge to their authority. When this happens, adults usually react with anger. These adults are also prime targets to be "drawn" into the talking-back game.

Probably, the two most frequently used and ineffective ways of handling "talking back" are:
1) Getting caught up in a discussion on what's fair and who closed the door last, etc. and
2) Reacting with force and anger - "Don't talk back to me. Who do you think you are? When I tell you to do something - no arguments - just go do it.

"Talking back" kids, however, have an excellent skill. One that needs to be redirected, not eliminated; refined, not killed. We prize these skills in Directors who must convince the Board to raise salaries and in lawyers who must argue for a better divorce settlement for us.

Is there a better way? Can adults teach school-agers to respond appropriately to directions without extinguishing the skills of expressing one's feelings and ideas and viewpoint?

Yes, here's how.

* CONTROL YOUR REACTION. Talking-back is an attack, an assault by the child on the adult. A natural reaction is to fend off the assault. When a school-ager talks-backs, adults feel like slapping the child across the room. At the very least, the urge is to shout the child into submission.

Instead, control that natural reaction. Remain calm and unruffled. De-fuse this explosive situation by staying in control. Keep the anger out of your voice, facial expressions and body movements. Jean Shaw, a day care consultant, says: "You have the privilege not to react to being assaulted." Use that privilege to your advantage.

* GIVE PERMISSION TO EXPRESS FEELINGS. After the school-ager has given their lengthy tirade, say: "Suzette, is there anything else you'd like to say about this?" This lets her know that you respect her feelings and are willing to listen to her. You may be pleasantly surprised by the ideas Suzette has.

* SUBSTITUTE AN ACCEPTABLE PHRASE. Teach Suzette that when you tell her to do something (close the door or sit down), she is first to say, "Yes, ma'm," then to ask: "May I tell you how I feel about this?" Explain that sometimes your answer will be: "Yes, you may talk," while at other times your answer will be, "No, close the door now. You can talk to me after we finish this game."

TALKING-BACK *continued*

* DEFINE TALKING-BACK.
The school-ager, who in spite of many admonitions to "Stop talking back to me!" still persists in "mouthing off," needs a simple but thorough explanation: Talking-back is when you argue with me or complain when I tell you to do something. Try it with your most resistant offender. See if you don't get the response we got:
"Oh, I didn't know that was talking-back. I was just telling you what I thought."

* ROLE-PLAY the "right" way and the "wrong" way. Divide the kids into groups of 4 or 5. Give each group written directions for acting out a scene related to talking-back. Discuss the scene afterwards.

* PROMOTE COOPERATION. Avoid confrontive situations with school-agers who exhibit difficulty with direct verbal commands. Instead, try alternative communication techniques:

Give choices: "Suzette, go close the door or bring an extra chair up to the front.

Write down directions: Write a note to Suzette, "Please shut the door." Post written directions for tasks on the wall, bulletin board or chalkboard. Let kids sign up for tasks.

LETTERS FROM OUR SUBSCRIBERS

Dear School Age NOTES,

I would like to share an interesting field trip that was taken recently with children in our After School Program We went to the Bowling Center to play Bump n' Bowl. Bump n' Bowl is a system designed for children in the 3-10 age group and is used to help them develop the skills and attitudes needed to become confident and successful bowlers. Deflectors (a device which bumps the ball back onto the lane which is placed into the gutter or channel) are installed on the lanes to eliminate the discouraging "Gutter Ball." An aiming device helps them sharpen their shot.

The Bump n' Bowl system has been designed by a former elementary school teacher and a professional bowler, who believes in the learning capability of young children. They have combined their respective skills with well thought out steps, which I feel inspired, excited, and motivated our children.

Has this come to your area?

Sincerely,
Connie Fehnel

ACTIVITIES

15 IDEAS FOR THE HOLIDAYS

CHANUKAH Dec 4 	Eight day Jewish festival of lights. Cook latkes (potato pancakes). Top them with sour cream or applesauce. Make dreidels.
GUADALUPE DAY Dec 12 	Mexican Feast of Our Lady of Guadalupe who is the patron saint of Mexico. Have a puppet show, make tacos.
ST LUCIA DAY Dec 13	Swedish holiday - celebration of life. Cook raisin buns for snack. Make candles.
WINTER SOLTICE Dec. 22 	Longest night - shortest day of the year. Decorate a "Christmas Tree" outdoors for the birds. Make bird feeders.
BOXING DAY Dec 26	The English give presents to public servants. Make cookies and give to mailmen, teachers, principals.
KWANZA Dec 27	Afro-American holiday celebrating first fruits of the harvest. Make necklaces by stringing macaroni shells painted red, black & green.
POSADOS Dec 13 	This word means "inn". It is a Mexican holiday about Mary & Joseph having a hard time finding shelter in Bethlehem. Make colorful paper lanterns, and pinatas. Make healthy candy out of carob.
ST SYLVESTER's DAY Dec 31	Belgian tradition: the last child to get up after nap is called Sylvester for the day.
GENJITSU Jan 1	New Year's Day in Japan. Play badminton without the net. Cook thin buckwheat noodles (shoba) to symbolize long life. Kids try to swallow at least one noodle whole.
SHALAKO Dec 1	Ceremonial prayer for rain among the Zuni Indians. Paint kids' faces or make masks and dance to the beat of a drum.
WREN DAY DEC 26	From the Irish Make Holly bushes out of green & red construction paper. Make wrens by stuffing small paper bags with newspaper. Staple on paper beaks, feathers and other detail.

DEVELOPMENTAL NOTES

A GOOD HUG WORKS WONDERS

Do school-agers need hugs? No one disputes that babies need to be held, rocked, and physically touched. Toddlers and pre-schoolers' active pursuits and strivings for independence decrease the opportunities for being held but they are usually quick to reach out when they want physical closeness. But what about school-agers?

They are bigger, more independent, more adult-like. They seem to need less and less of adult direction, supervision or intervention. Some actually seem to resist hugs by their cool, aloof, adult-like poses.

Enough research has been done to support the old saying: "A good hug works wonders." Even without research, all of us know that when we're feeling "down and out," a caring hug can lift our spirits like nothing else.

With increasing demands to include more academic curriculum in a school day, school-agers are being expected to spend more time each day on hard learning and less on fun and play. So much so that in most schools recess time has been drastically cut and completely eliminated by grade four. This means more stress and less relief for school-agers.

Therefore, stress releasors are desperately needed at the end of the school day. Stress relievors can take the form of hugs and physical touching, along with active play, a listening ear, alone space, a hearty snack, and a quiet creative activity.

Plans abound for meeting the development needs of school-agers: nutritious food, active play, creative pursuits, real work, money-making schemes, and problem-solving? But what plans address the crucial need for the caring touch?

TOUCHING IDEAS:

* Plan ahead. One school-age worker made a point to touch each school-ager each day, particularly as they arrived from school. She said often it was just a brief pat on the arm. But she made sure everyone received their healing touch everyday.

* Take the time to observe which school-agers seldom or never receive any physical caring from adult staff. Then make the extra effort to reach out to them.

* Be creative in bestowing the caring touch. Quick hugs, a brief touch on the forearm, a firm and vigorous handshake, a squeeze on the shoulder, are all ways to touch while preserving some school-ager's need to be "grown-up."

* Provide games and activities which promote touching. *See list of activities.

* Teach school-agers how to massage their own temples to relieve tension headaches.

Touching and hugging are contagious. Once, caregivers start giving out pats and hugs, school-agers will not only return the hugs but will also initiate touch with adults and with each other. This exchange of warmth can spread like wildfire!

TOUCHING GAMES

Knot Me!...Slipped Disc...Person to Person...Spinning a Yarn...from the **Incredible Indoors Games Book....** Links...Zombie...Balloon Duo...Back-Lash...Hulk...Centipede...Footloose...Laughing Matter...Lean-too...from **The Outrageous Outdoors Game Book....**Little People's Big Sack...Hug Tag...from **The Cooperative Sports & Games Book.**

THE OTHER SIDE OF THE HUGGING COIN

For most child care workers today, the issue of being accused of child sexual abuse invades every prospective and every actual touching encounter between adult and child. Fear of being falsely accused looms larger than life. Kids need hugs, adult want to give them, but fear stands between.

Men in child care have had to face this issue all along, but women are no longer exempt. Patty Hnatiuk in the October '84 issue of Child Care News wrote: "Day care workers feel extremely vulnerable. The workers have felt scrutinized, and have begun to check their behaviors with the children: touching, holding have all taken on a new meaning for some. We find ourselves monitoring our affectionate responses to children. Workers fear that they might become suspect to accusations of child abuse." One worker who had been accused and exonerated of sexual abuse of a child in her group said she now gives only brief "side" hugs, a quick one-pat touch to arms, shoulders or back. Big hugs, front hugs and sitting on laps is definitely out for her now.

Those of us who have not been accused, say: "I don't care, kids need hugs and touching and I'm going to give them. I'm not going to let this sexual abuse stuff stop me."

However, the accused and acquitted woman reports she used to say the same thing. Now, she says if she has to choose between hugging a kid or avoiding the possibility of an abuse accusation, she'd definitely choose not to touch. She goes on to say at least I'll still be around to care for kids in other ways.

"The one clear short term loss is an increased anxiety about touching and intimacy in any form...School, preschool, and other child care professionally have become anxious about touching, holding or otherwise showing affection to children. Some programs have removed male staff. Individuals may refuse to allow small children on their laps. One program reportedly removed their rocking chairs." (KEEP ON TOUCHING by Dr. M Durfee in **NURTURING NEWS**, March '85)

But what about the kids? What messages are we adults sending to kids as we don't hug or hesitantly hug or fearfully hug? Human beings need to hug and be hugged. Joyously, freely, warmly, and without fear. Patty Hnatiuk goes on to say: "The bottom line here for me continues to be 'the kids.' Children have rights. They have a right to be fed and nurtured, and to physical attention like hugs--when they want it." Dr. Durfee asserts, "Not touching a child is more than a hazard for general growth and development. Removing touch, removing intimacy generates children who are more susceptible to molestation. Removing male staff or removing multiracial staff likewise denies children an opportunity to experience and learn their role in honest, open intimacy."

Suggestions:
Discuss this issue in a staff meeting. Express fears and concerns about abuse accusation. Plan strategies for providing touching and hugging to school-agers daily. Invite a mental health specialist to help in both expressing feelings and putting together a plan. Meet with parents to discuss their feelings and ideas.

It has been said that two hugs a day are essential for staying alive, four to maintain the status quo, and eight a day for growth to occur.

ACTIVITIES

ABORIGINAL INFINITY MARBLES

MATERIALS NEEDED:

20 or more marbles per player
2 players

WHAT TO DO:

1. Each player sits cross-legged, facing each other and keeping a distance of 10 feet apart.
2. Each kids put their collection of marbles on the floor or ground directly in front of them.
3. Each player takes turns trying to hit the other person's marbles. They do this by rolling one of their own marbles, just as the usual Northern American marbles is played.
4. If the marble hits the other marbles, those marbles become part of the hitter's collection.
5. If the marble does not hit, it remains where it stopped, becoming part of general target.
6. This game can go on and on because as one cluster becomes larger, it becomes easier to hit. As one cluster becomes smaller, it becomes more difficult to hit.

From Cooperative Sports & Games Book, p.75-76, by T. Orlick. See p.15 to order.

DEFROST

MATERIALS NEEDED:

15 or more players

WHAT TO DO:

Choose 5 children to be taggers and 2 to be defrosters. The 5 taggers begin the game by getting in a huddle and counting to 5 while the other players scatter. On the count of 5, the taggers try to tag as many players as possible. Players tagged must freeze and remain frozen until one of the two "defrosters" touches them.

ANIMAL FREEZE

MATERIALS NEEDED:

Unlimited number of players

WHAT TO DO:

Name an animal. All the kids move in the manner of the animal named until hearing the signal "freeze." A different animal is named; they move again. Repeat, using the names of many different animals.

TUNNELS AND CARS

MATERIALS NEEDED:

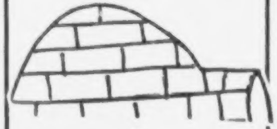
Unlimited number of players

WHAT TO DO:

Half the kids are in small, scattered groups of three or four, holding hands high, forming tunnels. The rest of the children are cars and go in and out of the tunnels. When the signal "tolls" is called, all tunnels close and anyone caught inside a tunnel becomes a part of that tunnel. Game continues until all cars are caught.

* from GAMES KIDS PLAY, prepared by Fairfax County Office for Children, in VA.

CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
FOOD	Invite a nutritionist to come tell about special diets and food: vegetarian, kosher, diabetic, heart disease and ulcer.	Plan, prepare and eat snacks that someone on a special diet would eat.	Write to fast food chains, request nutrition information on their foods.	Visit a fast food restaurant that provides nutrition information. Have kids order meal with specific limits for protein, fat, sodium, sugar.	Make a nutrition chart. Cut and paste pictures of food. List contents of each food beside each picture. Post.
AUSTRALIA	Visit a travel agency. Find out cost to fly to Australia, how long it takes, time of arrival if you left at 9A.M. Ask for travel posters.	Obtain and show film (Man From Snowy River) and photography books on Australia. Serve vegemite and crackers as Australian snack. (See p.3)	Play Australian Aboriginal Inifinty Marbles *(See p. 8)*	Make a mural of the Christmas season in Australia. Would Santa be wearing shorts and riding a surfboard?	Australian music: Men At Work, Air Supply, Helen Reddy. Sing "classics" Kookabura and Waltzing Matilda.
BOOKS	Visit a printing company to observe how books are bound.	Make marbled paper to cover a hand-made book. From Writing Crafts (See p.15)	Make a simple stitched book. (See p.3)	Make quill pens (See p.3)	Write a story (science fiction, biography of grandparent, how-to-book).
SNOW	Bring snow in and put in large tub, water or sand table. Use sand and water toys. Wear mittens or gloves. (Use styrofoam if no snow).	Pack snow, cut into cubes and build igloos. 	SNOW EXPERIMENT. Fill a jar with ice, one with water, one with snow. Keep in warm place. Check every 30" for changes. Discuss.	TRACK TRACE. Look for tracks in mud or snow. Follow and measure tracks. What made tracks? Make plaster of paris molds from tracks.	Visit artificial snow ski area or Play Animal Freeze and Defrost *(See p.8)*
CARS	Visit auto salvage company. Ask for free steering wheels. Mount on board or box for use at center.	Whittle car out of bar of soap. Play Tunnels and Cars *(See p.8)*	Car Day Bring as many cars from home as want. Lay out long track with hills and curves.	Watch a car movie THE LOVE BUG Serve "bugles" for a snack.	Show car parts: engine, oil, spark plugs, water, air filter, carburetor.
CARS	Visit car dealer. "Buy" a car. How much will it cost? How much down? Payments? Gas mileage? Safety features? Insurance?	Make car snacks: round carrot or cucumber slices for steering wheels and tires, celery and green pepper for body, hood, bumper.	Visit a car or tire factory for a tour.	Design a car of the future - use pencil and paper or clay.	Tape record radio spots. Advertise the future newly designed cars.

TRAINING TIPS

PROBLEM-SOLVING...HOW TO DO IT...HOW TO TEACH IT

PURPOSE OF TRAINING:

1. To increase problem-solving skills.

2. To increase skills in teaching problem-solving to school-agers.

AGENDA:

DISCUSS:

Flexibility is the key to effective problem-soving. The ability to look at a problem and mentally try out a variety of solutions often leads to a successful answer. To learn this flexibility, one must free the mind of restraints that stand in the way of a creative flow of ideas.

EXPERIENCE: ROOM RUN*

Instruct the group to:
1. move from end of room to other.
2. Now move across the room :

* without your feet touching the floor
* making circular patterns in space
* next to someone else
* without crossing anyone's path
* as quietly as you can
* leading with some part of you way out in front
* every way but front and straight ahead
* along the edges of the room
* backwards
* making straight lines in space with your body
* as fast as you can
* on one foot
* between you and a partner, using only two of your four feet and one of your four hands to touch the floor
* using neither your feet nor your hands
* via the most direct route
* the longest way you can imagine to get there
* eyes closed
* eyes open but looking over your shoulder.

3. Discuss what participants discovered about the great variety of solutions available to solving the "problem" in moving from one side of room to other.

4. How does this apply to other problems?

WORKING SMART:

Hand out and go over Working Smart Guide.

1. Divide into groups of three or four.
2. Give each small group a problem to solve using the Working Smart guide (allow 5 to 10 minutes).
3. Regroup & have each small group share their solutions.

See p. 11 for Working Smart Guide.

**Adapted from The Moving Center, by G & K Hendricks, Prentice-Hall.*

DIRECTOR'S CORNER

WORKING SMART GUIDE

CREATIVE PROBLEM SOLVING

Could we...

1. Modify?
   - --- what to add
   - --- more time, greater frequency
   - --- stronger, higher, longer, thicker
   - --- duplicate, multiply, exaggerate
2. Minimize?
   - --- what to subtract
   - --- smaller, condense
   - --- omit, streamline, split up
   - --- lower, shorten, lighten
3. Substitute?
   - --- other process, ingredient, material
   - --- other place, other approach or form of approach
4. Rearrange?
   - --- interchange components
   - --- other sequence, schedule, pattern, layout
   - --- other person
5. Reverse?
   - --- transpose positive and negative
   - --- try opposite, turn backward or upside down
   - --- reverse roles
6. Combine?
   - --- uses, purposes, ideas, approaches
7. Put to Other Uses?
   - --- new ways to use
   - --- other uses if modified
   - --- what else is like this?

The book, Working Smart, cites this checklist of new ideas to stimulate creative ability by Alex F. Osborne.

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UPDATE

LATCHKEY REVIEW *by Bonnie Johnson*

ON MY OWN

by Lynette Long

175 pages and 125 activities to help school agers (age 8 to 12 years) be better equipped to stay home alone. The more I read of this book, the more scared I became for kids to be home alone. Granted, I'm biased. I believe that no school-ager should be left alone or come home to an empty house. However, I was willing to give this book a chance. I was unprepared for my reaction of gut fear. Fear for 8 to 12 year children, alone, coping with fire, overflowing toilets, older brothers who threaten to beat them up if they tell, thunderstorms, flash floods, hurricanes, electricity shut-off, pipes leaking, nosebleeds, bee stings, broken bones, break-ins, strangers at the door and lost keys. Since a lost key can send most adults into a dither, never mind broken bones and breaking-in strangers, why do we expect school-agers to cope with this just because they've read the book? Of course, some school-agers can read the book, do the activities and can learn to handle unpleasant and unsafe situations. My concern is not only for the kids who can't cope but all the kids who must deal with strong feelings of fear, anxiety, helplessness, overwhelmingness and imcompetence in dealing with situations suitable only for adults.

However, the "What would you do if this happened" activities are helpful for teaching school-agers how to act appropriately, even with an adult present. The pages on getting dressed, what to eat for breakfeast, and snack are good for fostering these skills.

It's greatest asset is as a tool for preparing children, who in reality, will be left home alone because there is a shortage of affordable, quality school-age child care.

It's greatest drawback is the implicit sanction of leaving 8 to 12 year old children at home.

ALONE AFTER SCHOOL

by Helen Swan and Victoria Houston

A self-care guide for latchkey children and their parents (200 Pages).

If you pick up this book to figure out how to responsibly leave your school-ager home alone, you'll be surprised at your reaction and your final answer.

ALONE AFTER SCHOOL is a complete examination of every facet of self-care for school-agers. It is written specifically to help parents make responsible decisions in regard to this subject.

But the presentation of facts on what to beware of, leave no doubt that school-age children need supervised care, not self-care.

However, given the realities of this issue, this book is excellent for sorting through facts, emotions, options, and practical implementation of well-thought-out decisions on self-care vs. supervised care.

This book could be useful with parent discussion groups on subjects such as "Is my child ready ?"and "Brothers and sisters in self-care".

Although the promotion of self-care for school-agers thru this book is objectionable, the thoroughness with which this subject is presented is to be admired.

IDEAS IDEAS IDEAS

WRITE FOR US

Have a lot to say about school-age child care? Want to make a contribution that can help thousands? Then share your ideas in School Age NOTES.

Suggested article topics include:

- *Environment and Planning: Developmental considerations in planning activities for school-agers.
- *Political Issues: National, state and local level. Ideas for involving the day care in the community and for involving community members or agencies in the day care.
- *Curriculum: An inventory of what kids like to do after school.
- *Development: Developmental characteristics of the school-age child (ages 5+).
- *Activities: Activities for older children
- *Theories: Personnel management, training, parent involvement.

Follow the SAN writers guidelines and send your ideas and articles NOW! to:
Bonnie Johnson School Age NOTES Newsletter
P.O. Box 121036 Nashville, TN 37212

WRITER'S GUIDELINES:

FEATURE - The feature is 800 words in length and always appears on pages one and two. Feature articles tend to be on subjects of timely and broad interest and are a more in depth look at a particular aspect of School-Age Child Care. Often references to current research or studies are included as well as political and advocacy information.

Regular Departments - Generally, these short (500 words) how-to-articles address specific and limited aspects on school-agers and school-age child care. The goal is to present information on how school-agers behave and feel and what workers and directors can do in relation to the information.

School Age NOTES Editorial Suggestions:

Use examples of typical behaviors or situations in SACC to clarify & elaborate your ideas.

Give specific and clear action-oriented suggestions for working in SACC as relates to your topic. Use real-life SACC experiences. Include any research or studies related to your information. So little SACC research exists that any and all research and studies are welcomed.

Submit 800-1000 words articles which will allow for SAN editing.

BE CONCRETE

"Use lots of concrete specific words that stand for things which you and your reader can see, hear, taste, touch, and smell. Shy away from abstract words which soar into the blue and stand for things which you can not pin down." (Source unknown)

Resource: WRITING FOR PUBLICATION: A HANDBOOK FOR EARLY EDUCATORS.
This is the first handbook to provide concise, specific informatin about every every aspect of the writing and publication process. This practical and comprehensive guide is written specifically for the education professional who wants to be published. 25 pages. Send $3.50 to Day Care and Early Educ. 72 Fifth Ave, New York, NY 10011.

LETTERS FROM OUR SUBSCRIBERS

Dear School Age NOTES:

I received the Sept/Oct edition of School Age NOTES and am frankly disappointed with your reference to "Garbage Pail Kids" on the front page. This latest fad is full of violence and as an educator I am not comfortable with its promotion. I am enclosing an article that appeared in a local newspaper. Perhaps you would be interested in doing an article on children's mental health as related to such "garbage!"

Sincerely,
Fay Tassiopulus
Director, Amherst Child Care Ctr

EDITORS NOTE:
An article on this topic, written by Fay Tassiopulos at our request, will appear in the next issue of School Age NOTES.

BITS & PIECES

WELLESLEY SACC PROJECT CONTINUES

Continuing its advocacy efforts begun in 1979 the nationally recognized School-Age Child Care Project at Wellesley College Center for Research on Women will be extended for another two years. Concentrating particularly on policy related to underserved populations, the Project will conduct "Policy to Policy" seminars for selected state and city planners, revise its out-of-print Policy Report, and target technical assistance to selected cities and states. It will also disseminate public service announcements for TV awareness, continue training and produce a series of audio tapes for public school administrators.

WANTED: Model After School Programs Serving the Handicapped --- The SACC Project announces "School-Age Children with Special Needs - What Do They Do After School?" a project funded by the Mailman Foundation that will investigate this issue. Mainstreaming and special programs should contact Dale Fink, School-Age Child Care Project, Wellesley College Center for Research on Women, Wellesley, MA 02181. (617) 431-1453

OOPS!

We are most regretful that we neglected to give credit for the PARENT HANDOUT in the Sept/Oct '86 SAN issue. The article was based on the pamphlet, THE VITAL SIGNS OF FAMILY LIFE: Is It Time to Check Yours?, which was produced by BOYS TOWN in cooperation with the YMCA of the USA.

Please add this credit to the article should you wish to copy for distribution to parents. Thank you.

SAN Editors

* * *

IN MEMORY OF TINKA STREIBERT

The school-age child care community has lost a true friend and supporter. Tinka Streibert died of lung cancer July 2, 1986. As Coordinator of Extended Day Care, Santa Monica-Malibu Unified School District, she brought an untiring commitment to children and their welfare which reached beyond her programs to the early childhood community at large. It was Tinka's belief in choice and the needs of the family that gave me new perspectives on the issue of self-care. We will miss her as a friend and advocate for children. Gifts in her name may be sent to the California Children's Lobby, PO Box 448, Sacramento,CA 95802.

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RESOURCES RESOURCES

CENTER FOR EARLY ADOLESCENCE TO CONDUCT PARENT EDUCATION, PROGRAM PLANNING WORKSHOPS

The Ctr for Early Adolescence announces training-for-trainers workshops on its curricula, LIVING WITH 10- TO 15-YEAR-OLDS: A PARENT EDUCATION CURRICULUM, and 3:00 - 6:00 P.M.:PLANNING PROGRAMS FOR YOUNG ADOLESCENTS.

Designed to prepare participants to lead training sessions in their own communities, the workshops using LIVING WITH 10- TO 15-YEAR-OLDS focus on planning, coordinating, leading parent groups. The PLANNING PROGRAMS FOR YOUNG ADOLESCENTS training provides youth-serving organizations with a process for training staff, conducting a thorough self-assessment, and planning new or improved programs.

LIVING WITH 10- 15-YEAR-OLDS will be held March 25-27, 1987, in Chicago, Illinois. PLANNING PROGRAMS FOR YOUNG ADOLESCENTS : Feb. 25-27, 1987, in Roanoke, Virginia; June 17-19, 1987, in Cullowhee, NC; and Nov. 4-6, 1987, in Alberta, Canada.

Contact the Ctr for Early Adolescence,
UNC at Chapel Hill, Suite 223,
Carr Mill Mall, Carrboro, NC 27510.

SAFETY PAMPHLET

FOR KIDS' SAKE, a U.S. Consumer Product Safety Commission pamphlet, graphically gives the eight toy dangers and how to buy safe toys. Pamphlet is good for making parents more aware, especially in this season of increased toy-buying. Use also for school-agers in making a toy safety poster or flyer.
Available from: U.S. Consumer Product Safety Commission, Washington, DC 20207

1987 SCIENCE CALENDAR

Developed by the Smithsonian Family Learning Project, this GIANT-SIZED and beautifully designed calendar has twelve exciting experiments. The activities are based on materials generally found at home, and teach that "science" is all around us, not just in the lab.

Experiments include building a terrarium; taking plaster casts; and discovering rainbows. Also, testing for sugar in foods and making a cartoon "film".
Cost: $9.95 + 2.50 for shipping.
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School Age NOTES

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FEATURE

THE CAREGIVER AS ENTERTAINER: IS IT A NECESSARY ROLE?

Do you feel you must provide an on-going series of experiences for school-agers that will keep them busy, active, happy, involved and not bored? Do you see yourself as putting on a everflowing stream of entertainment for the kids?

In " 838 WAYS TO AMUSE A CHILD", June Johnson writes in the introduction to this activity packed book " ... Have I the obligation to amuse ... children? ... Have I, really, even the right? If they don't learn to amuse themselves, to live their own lives, in these years from six to twelve - when do they?"

" Adults fret constantly about children's recreation - how to entertain children" writes Sue Lawyer in her book **HOW TO WORK WITH SCHOOL AGE CHILDREN AND LOVE THEM.** She goes on to say: " Entertaining children is against my principles."

Both Johnson and Lawyer advocate that adults provide the seeds (space, materials, equipment, support, and solicited help including transportation). School-agers do not need entertainers. What they do need is facilitators and friendly advisors.

Here's an example of the adult as facilitator and adviser from Lawyer's book : "One afternoon a girl asked if we could tour the studio of her favorite rock radio station.

'I don't know,' I said. 'Do they give tours?'

'I don't know,' she said.

'How could you find out?'

'Maybe you could call them', she suggested.

'How about *you* call them', I said.

"She looked up the number, dialed and was amazed and thrilled to find herself talking to her favorite disc jockey. She made all the arrangements, set the date in consultation with me, made a sign-up sheet, and then we went. Almost all I did was drive."

The caregiver as entertainer would have decided that a great field trip would be to a radio station. She would have called and arranged the appointment and told the kids of the time and date. All the kids would have been expected to go.

Which field trip would be more successful? Which would have more kids bored, restless and creating conflicts? Which provided greater learning experiences for taking responsibility? Which took less adult time in planning and executing?

By providing the props and the right-to-choose their own recreation, we give the school-agers more than the activity itself. Instead, we give respect: they have worthy ideas; we give self-confidence and competence : they can act on and be sucessful with their ideas; and we give responsibility: they can follow thru and complete details.

Sometimes, school-agers have difficulty figuring out what they want to do. Too many times, school-agers' use of their own time is passive and dictated by others. Watching TV, scheduled teacher-directed school classes, after-school dance lessons are all directed by someone other than the child. When given the opportunity to choose, they can often can be at a loss. "I don't have anything to do." or "I'm bored." are common school-age phrases. It's tempting to say: " Why don't you go play basketball" or "They're just starting a Uno game in the other room." Instead, Lawyer recommends that the adult role is to "orient children to their own recreational responsibilities" by asking questions such as "What do you feel like doing?", "Do you want to be active and noisy? or quiet?". School-agers then learn they are in control of entertaining themselves; they learn to decide their own fate.

Giving up the caregiving role of entertainer means giving school-agers opportunities to develop valuable skills:

decision - making......time - management

planning and implementing ideas

taking responsibility for one's actions

creative thinking....selling one's ideas. (Remember, the girl had to sell her idea of visiting the rock station to the other kids.)

You can still lead an occasional crafts activity and organize a kickball game, but you don't need to do the whole show. School-agers need adults who can stand back and let the kids be in charge, with supervision of course!

* * *

WANTED! WORKSHOP PROPOSALS

NAEYC 1987 will be in Chicago, Illinois Nov. 12-15-Now is the time to act if you have ever thought about presenting a workshop at NAEYC. Here are some ideas for workshop subjects:

activity ideas.....older children..... developing curriculums....kindergartners ...special needs children....summer camp programming....administration issues.... conflict management techniques....community resources for programming....full-day programming (no school & vacation days).. sex education....creative funding strategies....staff development....church-run program issues & concerns....school-based programs issues & concerns....cooperative sports and games....developmental theory into practice....licensing issues & concerns....unique aspects & issues of different types of programs....proprietary program issues....family day care concerns, operation and issues.

SUGGESTIONS AND HELP

- In workshop title use a term that readily identifies it with school-age. Example: after school, school-ager, school-age etc.
- Think about collaborating with someone else from another program or part of the country to add extra diversity and interest.
- CONTACT Rich Scofield, School Age NOTES, (615) 292-4957 or the Wellesley School-age Child Care Project (617) 431-1453 for more ideas about workshops.

SEE Nov./Dec. *Young Children* for proposal criteria or contact: NAEYC 1987 Conference, 1834 Connecticut Ave., N.W., Washington, DC 20009, (800) 424-2460 or (202) 232-8777.

DEADLINE: Postmarked by January 30, 1987

ACTIVITIES

WIND EXPERIMENT

In a large, open space, have kids move across space as if the wind was blowing them. Do it foward, then backwards, like a hurricane (twirling and spinning s-l-o-w-l-y). Then like a tornado (twirling and spinning FAST).

Questions to ask and discuss:

What makes wind? What does it affect? What ways does wind help? destroy? What's the difference between hurricanes, tornadoes, squalls, blizzards, and twisters?

WISHING ON A PRESENT*

Have a small box with a removal cover, (shoe box) covered with gift wrapping paper. Give each child a turn holding the box and wishing for something that could fit in the box. After making her or his wish, the child lifts the cover, peaks inside and tells the rest of group about their present. This game really helps express feelings about "wished-for" gifts they didn't get over the holidays.

NEW YEARS RESOLUTIONS*

After returning from vacation, have school-agers make new years resolutions and write them down or have them draw want to do during the year. Make sure their names are on the pictures. Collect all items and pack them in a box. Wrap box in thick plastic bag. Make arrangements to bury the box. Tell the children you will dig it up in May to see how everyone is coming on their resolutions. Good Luck!

If you live in the region where the ground is frozen or inaccessible, "bury" the box in your least used storage area or the trunk of your car.

**From Rosalie Radman*

WEATHER VANE*

MATERIALS NEEDED:

Empty, clean, dry quart milk carton	
Small stones	Plaster of paris
Dowel	Small block of wood
Small saw	Stiff cardboard
Shellac or silicone spray	

WHAT TO DO:

(Day One)
1. Prepare plaster of paris as directed. Fill empty milk carton with prepared plaster of paris mixed with a few small stones. Stones add weight and decrease amount of plaster needed.
2. Let plaster of paris dry slightly, then insert dowel into plaster, center and assure dowel is perpendicular. VERY IMPORTANT !!!
3. Allow plaster to dry COMPLETELY.

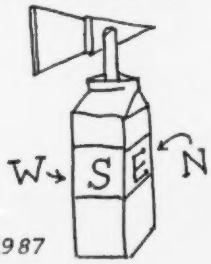
(Day Two)
4. Staple top of milk carton closed.
5. Cut wood to make 1"x3" triangle.

(Day Three)
6. Drill a hole, slightly larger than the dowel, into the wood. Make hole so dowel can be inserted 3/4" into wood.

(Day Four)
7. Cut a triangle piece of cardboard and glue to top of dowel (See Drawing).

(Day Five)
8. Mark each side of carton NORTH, SOUTH, EAST, WEST.
9. SPRAY the whole weather vane with shellac. Let dry.

(Day Six)
10. When dry, put outside. Position so northside is pointed toward north.
11. Note which direction wind is blowing make a chart and record wind direction every day for a week.



* From CREATIVE SCIENCING
Little. Brown & Co.1980

CONFLICT RESOLUTION

THE GARBAGE PAIL KIDS DILEMMA

We live in a violent society. Violence surrounds us when we read the newspaper, watch television, go to the movies and now even in the toys and amusements for children. Walk through any "toy" store. It is filled with monsters and weapons. Next to the battlefield, our toy stores represent more violence than in any other part of our society today.

A recent fad that children are caught up in is The Garbage Pail Kids cards sold in convenient stores throughout the country. The front of the cards depict many gross and disturbing scenes and the backs encourage the reader to "turn a fast buck". The cards show pictures of children getting beat up, children shooting other children, dismemberment, cannibalism, disfigurement, anti-patriotism, obesity and the use of razors, hypodermic needles, hatchets, daggers, hooks, and just about any other sharp, dangerous object. School-agers collect these cards and trade them with their friends. There are now postcard sized cards, buttons, and T shirts to add to this unwholesome promotion.

Dr. Bruce Bleichfeld, child psychiatrist and director of the Preschool Evaluation and Treatment Program at Children's Hospital in Buffalo, New York, reports that research results indicate such materials and violent television cause violent behavior. "For children who have problems with impulse control these (Garbage Pail Kids) are added disinhibitors. Society is nurturing a tendency to accept these things (cards, violence) as normal. For children without major problems, the effect is probably nothing, you would hope, but for children with poor impulse control, it gives them an excuse to act this way. My concern is that companies and stores would seek to exploit children in this way, and that parents would allow their children to buy these things."

Why do kids like these cards? What is the attraction? As with all fads, it is "in" to have and carry these gross cards. It is "cool" to laugh at the gruesome pictures just as it is "in" to patronize recent movies like Rambo, Rockie, or Halloween.

"The more disgusting the toy, the better it seems to go over with kids these days", says Donna Datre of the Toy Manufacturers of America, as reported in USA TODAY. However, the article goes on to quote Candace Irving of Mattel Toys: "Psychologists say one of the reasons for kids' attraction to these sort of things is it allows them to work out suppressed emotions they'd otherwise be too scared to show.". This is similar to the four-year olds love of monster stories as a means to deal with the highly imaginative, but real-to-them monsters in their closets and under their beds. One hypothesis for children's attraction to violent programs where the "good guys" triumph over bad by using force, is that this a way kids can believe, at least in their imagination, they are safe from kidnapping, murder and nuclear bombs.

WHAT CAN CHILD CARE WORKERS DO?

As child caregivers, we deal with the many behaviors that we observe each day. Aggression is difficult. We strive for discipline that comes from within the school-agers and from their own understanding of the situation. We encourage them to express their feelings by using words. The role of the adult is to help kids learn to use and evaluate the consequences of their actions. If we are good role models; if we do not displace aggression but show understanding and control, then we will be helping the school-agers in our care.

Often aggression precipitated by viewing violent television scenes, or the viewing of Garbage Pail Kids results in conflicts

cont'd on p. 5

THE GARBARGE PAIL KIDS DILEMMA *(cont)*

between children. As educators, our aim is to help the children resolve their own disagreements, not just to settle the present conflict. "I don't like it." becomes a key phrase for children to use. It enables them to stand up for themselves and gives them an alternative to physical force.

Take a stand against this form of amusement. Talk to parents about what they are allowing into their children's lives. Advise them to scrutinize toys, television, movies, books and magazines. Give alternate lists of books, magazines and movies that are acceptable and wholesome.

By Fay B Tassiopulos
Director, ACC Child Care Ctr
Snyder, NY

VIOLENT FACTS

"The average child will, by high school graduation, see 13,000 real or simulated deaths on television and over 100,000 violent acts. This casual attitude towards violence and death distorts a child's understanding of the true consequences of these acts.

"Toy guns cause over 17,000 real injuries annually and many more 'play' injuries and deaths. Playing with toy guns and other instruments of violence gives children the idea that killing is fun and violence is an acceptable way to deal with problems. Studies have shown that playing with toy guns increases a child's violent and aggressive behavior."

from American Family Physician, p.306 4/86 as appeared in PEDIATRICS FOR PARENTS, June 1986.

EDITORIAL NOTE

Use the aggressive, violent toys to your advantage. Because the toys and cards are everywhere, they are readily available to start many discussions about how you feel when you look at the cards; to ask kids how they feel; to open discussions on what it is like to be hurt; on what to do if someone tries to hurt you; and to tell real stories of being afraid and what helped to deal with that fear.

Banning these violent-type toys and expressing our disgust of them is only the beginning. School-agers need us to go one step further - a step that is often more difficult. They need our willingness and openness to listen to and accept their angry and scared feelings. The popularity of the Garbage Pail Kids testify to how much these strong feelings are on their minds.

School-age article makes YOUNG CHILDREN

See the November, 1986 issue of NAEYC publication, YOUNG CHILDREN for the article, "School-age Child Care: Concerns and Challenges" by Nancy Alexander, p.3-10.

ACTIVITIES

FUNNEL BALL*

MATERIALS NEEDED:

ping pong ball
funnel (clear works best)

WHAT TO DO:

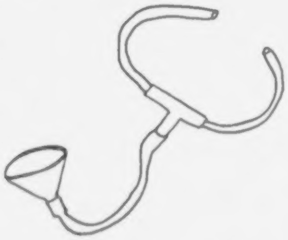
1. Place ping pong ball inside funnel, covering opening.
2. Ask other kids and adults how far they think you can blow the ping pong ball into the air.
3. Attempt to blow the ping pong ball into the air.
4. What happens? Why?

ANSWER: The ping pong ball will not move no matter how hard you blow! The air blown thru the funnel is diverted around the ball and air pressure is reduced by this diversion. The air pressure is greater above the ball. Therefore, you cannot blow the ball into the air.

MAKE YOUR OWN STETHOSCOPE*

MATERIALS NEEDED:

Small funnel
T-tube or Y-tube
Rubber tubing



WHAT TO DO:

1. Cut a piece of tubing 8 cm (3") long
2. Attach one end to the tip of funnel & one end over single arm of T-tube.
3. Cut 2 lengths (32 cm or 12") of tubing.
4. Insert one end of each tubing over both arms of T-tube.
5. Place funnel over heart (mid chest, slightly to left)
6. Put longer lengths of tubing into ears. Listen to the lub-dub sounds of heart.
7. Count each lub-dub as one beat. How many lub-dubs in one minute equals your heart rate? How many times does it beat in an hour? In 24 hours? Why doesn't your heart get tired? When does it rest? What is the strongest muscle in your body? How big is your heart? What work does your heart do?

ADI
(AN AFRICAN GAME)

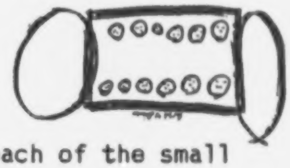
MATERIALS NEEDED:

Two rows of 6 containers, side by side. (this can be the bottom half of egg carton or holes made in the ground)

Two large containers, one at each end of the 2 rows.

48 beans, marbles, or dry seeds

2 players



WHAT TO DO:

1. Place 4 beans in each of the small holes.
2. One row of six small containers and one large end container belongs to each player.
3. Flip a coin or draw straws to decide who begins first.
4. The first player picks up the four beans in the first container in their row. Going counter clockwise, drop one or more beans into each small container (belonging to both players). Drop only one bean into player's own large container.
5. When first four beans are used, pick up beans in next small container, and keep going, etc.
6. When an empty small container is reached, it's the second player's turn. Second player continues by picking up beans in next available small container. Be sure to drop one bean in own larger container.
7. Special Rule: If, when adding one or more beans to one's own small container, the number of beans equals exactly four, the player may take the four beans and add to own large container. Four beans in the other player's small container means neither player may add to their large container.
8. Continue the game until one player has has all the beans in their large container or til a previously determined time is up, then count who has most of the beans.

---

* From CREATIVE SCIENCING, Little, Brown & Co. 1980

DEVELOPMENTAL NOTES

$LOST MONEY$: RETURN OR KEEP?

Todd found a $5 dollar bill near Jana's coat. He's been saving his money for a toy costing $5.95. Sara found $10 in her sister's sweater. She has saved all but the $10 needed for a new bike. Six year Todd, and 12 year old Sara face the same dilemma : What should they do?

What will motivate Todd and Sara to return the money? What motivates any of us to do the "right" thing - to take a morally just action?

According to Lawrence Kohlberg, (see chart) making moral decisions progresses along six stages. Each stage is experienced in sequential order. All of us will recognize stage one : The "right" decision is made to prevent punishment. How many of us obey the speed limit and other road safety laws in order to avoid getting a speeding ticket!!??

Todd might return the money to his teacher, Jana, because he's afraid he will "get in trouble" if he doesn't. But, Todd may have moved up one rung of the developmental ladder to stage 2. He may decide Jana will give him a reward (part of the money or a special treat) if he returns her lost $5.

Sara , however, if in stage 3, may return the money so others, as well as herself, will see her as "nice". This is the stage where moral actions are based on earning the approval of others. Or Sara may decide to return the money because it's the "right" thing to do (stage 4).

In working with school-agers, these four stages will be the basis of all right vs. wrong decision-making. School-agers and even some adults have not attained stage five and six. (See box)

Because maintaining social order (whether as a metropolitan community or in the school-age program) is easier when people want to follow the rules and do what is right, helping school-agers move along the developmental road will be beneficial to all.

Also, understanding a school-agers' motivation for an action will help demystify events. For example, Regina knocked over ten glasses while Randy broke only two. Who committed the worst transgression? Regina? or Randy? To 5 year Phillip, Regina should be punished more because she broke more glasses.

But to 9 year Elaine, Regina should be forgiven because she accidentally fell on a toy and crashed into the table, knocking over the glasses. Regina didn't mean to break the glasses. While Randy was angry because he couldn't go out in the storm, stomped over to the counter and deliberately knocked the two glasses to the floor. Elaine saw Randy as intending to do wrong, therefore he should be punished.

Phillip will have difficulty if Randy is punished and Regina is not; Elaine will not understand if Regina is punished more than Randy. These differences in developmental thinking will help explain the numerous school-age cries of "that's not fair!".

WHAT HELPS?

Studies have indicated that exposure to the next stage can help an individual move on to that next stage. Therefore, what-would-you-do discussions and role-playing can increase awareness of choices and the reasons for those choices.
The school-age program is ideal for helping kids move up the moral developmental ladder.

KOHLBERG'S STAGES OF MORAL THINKING

STAGE ONE: AVOID PUNISHMENT. AGE 4

STAGE TWO: SELF-BENEFIT. AGE 5 TO 6

STAGE THREE: APPROVAL AND ACCEPTANCE BY OTHERS. AGE 8

STAGE FOUR: MAINTAIN SOCIAL ORDER. AGE 11

STAGE FIVE: CONTRACT FULFILLMENT (LAWS). ADULT

STAGE SIX: UNIVERSAL ETHICAL PRINCIPLES ABSTRACT IDEALS. AGE - ADULT

ACTIVITIES

DINOSAURS DINOSAURS DINOSAURS

DINOSAUR FACTS

How long ago did dinosaurs become extinct? **65 million years!**
What did dinosaurs eat? **Plants, Insects, and Fish.**
What animal families alive today are related to dinosaurs? **Birds, Lizards.**
Name five different types of dinosaurs? **Brontosaurus, Stegosaurus, Pleisosaurus, Pterodactyl, Triceratops, and Tyrannosaurus.**
How do we know what dinosaurs looked like? (No humans were alive when dinosaurs roamed the earth.) **Bones of dinosaurs have been found by people digging in the ground. The bones were put together like a airplane model. Also from fossils (prints of dinosaurs in stone).**
How did dinosaurs move? **Some walked on land. Some swam in oceans and some flew in the air.**

DINOSAUR LAND

1. Provide a defined space: table, corner, box, rug, and board.
2. Have school-agers make and decorate a large sign : DINOSAUR LAND to put over the area.
3. Provide props: small scraps of fake fur, playdough, clay, cardboard, dry, clean chicken bones, different types and colors of paper, scraps of wood, string, small plastic dinosaurs, and sand or substitute material (salt).
4. Provide resources:
5. Allow School-agers to create dinosaurs as their own desires dictate.

DINOSAUR RESOURCES

All New Dinosaurs, Bellerophon Books
36 Anacape ST, Santa Barbara, CA 93101
$2.95) Ask for free catalog. They also have dinosaur posters.

SMALL WORLD TOYS
makes prehistoric wooden animal models

DINOSAUR BOOKS

How to Keep Dinosaurs: The Complete Guide To Bringing Up Your Beast by Robert Mash. Penquin Publishers $5.95.

Dinosaurs Beware: A Safety Guide by M. Brown & Krensky. Little, Brown Co. $5.70.

The Evolution Book:A Science Book by Sara Stein. Workman Publishing Company $11.95 for ages 10-14.

Dinosaurs A Golden Book. $1.50.

A First Look at Dinosaurs, Scholastic, Inc. $1.95.

Model a Monster: Making monsters from everyday materials, Blankford Press, 160 pgs, $7.95.

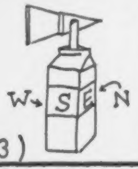
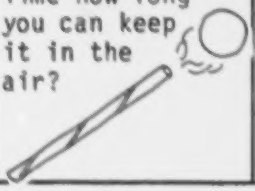
Time Exposure, Beaufort Books, 96 pgs, beautiful color photos, $14.95.

The Illustrated Encyclopedia of Dinosaurs Crescent Books, over 200 pgs.

DINOSAUR GAME

Dinosaur and Things - a board game - by Aristoplay, PO Box 7645, Ann Arbor, MI 48107, $20.

CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
POST HOLIDAYS	Wishing On A Present (See p. 3)	New Year Resolutions (See p. 3)	YOGA Demonstration	Play classical music while making fresh batches of play dough. Store in ziploc bags.	Backwards Day. Wear clothes, walk, do daily schedule, pronounce names, play kickball and other games backwards.
BLACK HISTORY	Prepare and eat "soul food" snack. Tell story about how these foods became "soul food."	Play ADI (African game) (See p. 6)	Read books and show films of important black persons. Make 4' X 8' posters of people: Fannie Lou Hammer, James Lawson, etc.	Write short puppet play based on important event in black history: Underground Railroad, Sit-Ins, Freedom Riders. (see p.14)	Hair braiding demonstration. Discuss the artistic skill in this art.
DINOSAURS	Provide props and special corner labeled Dinosaur Land. Let school-agers create as desired. (See p.8)	Make Dinosaur Cookies using dinosaur cookie cutters or cut or shape free-hand.	Make Dinosaur Facts Mobile. How long ago did dinosaurs become extinct? (Answer: 65 million years)	Using paint, make Dinosaur T-shirts 	Trace Dinosaur outline onto 3" X 4" sponge. Cut along outline. Make prints with dinosaur sponge and paint.
WIND	 Wind Questions (See p. 3)	Invite or visit a TV meteriologist.	Experiment with wind and air actions: use scarfs, pinwheels, balloons, seeds, sailboats, paper, umbrellas. Create wind with fans.	Make a weather vane to determine wind direction.  (See p.3)	Wind Experiment (See p.3)
HEARTS	Heart Songs. Name 20 songs that have heart in the title. Dance or move to heart song music. Freeze for 10 seconds when word heart is sung.	Play heart scotch Make hopscotch outline out of hearts instead of squares. Use heart-shaped erasers as marker.	Make a heart crossword puzzle	Listen to your Heart. Make your own stethoscope. (See p. 6)	Arrange and host a check-your-bloos pressure-day for staff, parents, and school-agers.
PING PONG	Funnel Ball (See p.6)	Ping-pong ball and straw. Time how long you can keep it in the air? 	Visit a community center to play ping-pong. Play nerf ball ping-pong.	Make puppets using damaged ping-pong balls as head. Decorate with magic markers.	Juggle ping-pong balls. How many can you keep juggling? Without dropping? alone? as a group?

TRAINING TIPS

DRAWING IN CIRCLES: HOW KIDS LEARN

PURPOSE: To increase understanding of how children learn.

I. INTRODUCTION:

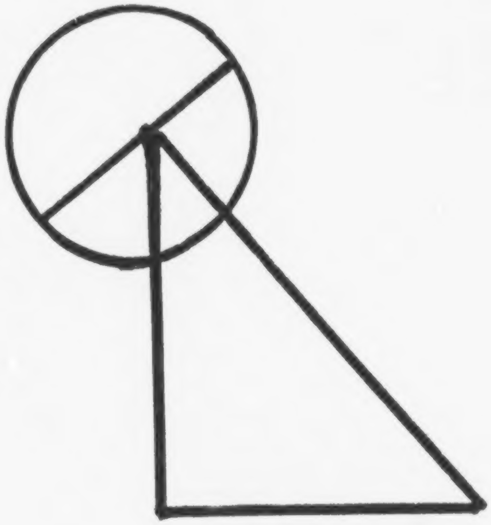
Learning occurs in many ways: thru verbal instructions, observations, demonstrations, supervised practice, trial-and-error, experimentation and thru exploration. What is known about learning is that learning-by-doing has the highest percent of retention. When more than one sensory modality (visual, auditory, kinesthetic) is involved, the greater the understanding and ability to use the knowledge.

II. GROUP EXPERIENCE:

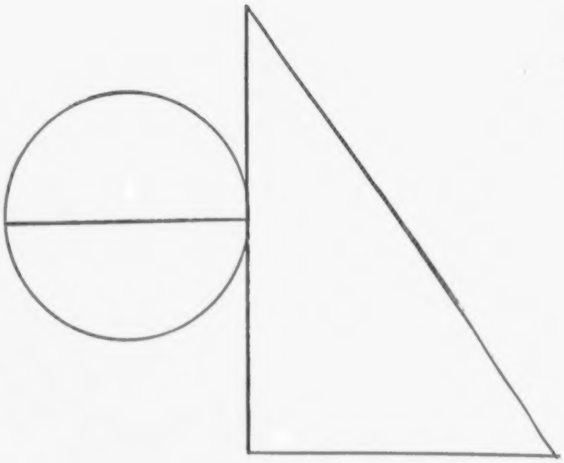
- Divide group into pairs; one person is the teacher; one is the student.
- Blindfold and give student a pencil and blank 8 X 11 paper.
- The teacher instructs the student to draw Diagram 1. The teacher may only give directions, such as move your pencil to the right or left. The teacher may NOT say: Draw a circle or triangle.
- When the first diagram is complete, have each pair switch roles.
- Blindfold the new student. Teacher 2 instructs student 2 to draw Diagram 2 onto a blank 8 X 11" paper. Before giving the same directions as with Diagram 1, the teacher helps the student to trace the outline with their finger.

III. DISCUSS THE GROUP EXPERIENCE:

Which students were more successful in learning to draw? What helped the "students" to learn more effectively? How often do we tell school-agers what to do and are frustrated that they don't understand and don't try? What has this group experience helped you to understand about how people learn?



DRAWING NO. 1



DRAWING NO. 2

Thanks to Becky Bowman of Athens, GA for this training idea. Original source is unknown.

DIRECTOR'S CORNER

TURNING CONFLICT INTO COOPERATION

The No-Lose Method of resolving conflict is an "open-ended" approach based on mutual satisfaction of needs. Neither party knows for sure what the ultimate solution will turn out to be - it's left open, it remains uncertain, it only emerges as an outcome from the process of finding a solution both can agree to.

- * Preconceived solutions must be abandoned.
- * Power cannot be used to obtain compliance.
- * Creative thinking must be used to find a mutually acceptable solution.

The six steps of the No-Lose Method are:

1. Identify and define the problem
2. Generate alternative solutions
3. Evaluate the alternative solutions
4. Mutually decide on one solution
5. Implement the solution
6. Evaluate the results of the solution

The following must be kept in mind:

The conflict must get defined and understood in terms of both person's needs, feelings or concerns. You want your position understood and you also want to be clear about the other person's position.

It is important that each person's needs, feelings or concerns are expressed with I-messages, rather than blaming or judgmental You-messages, which usually impede the process.

Active Listening must be used because it communicates your acceptance and understanding of the other person's feelings. Only then will the other person feel willing to understand your feelings.

The initial "presenting problem" often turns into a deeper or more basic problem which also has to be solved.

The No-Lose Method requires that the leader makes a commitment not to use his or her power over the other group members. In effect the director who wants to use the No-Lose Method must communicate the following:

"You and I have a conflict of needs. I respect your needs, but I must respect my own too. I will not use my power over you so I win and you lose, but I cannot give in and let you win at the expense of my losing. So let's agree to search together for a solution that would satisfy your needs and also satisfy mine, so no one loses."

The best tools for effective problem-solving are:

- -active listening
- -clear and honest messages
- -respect for the needs of the other
- -trust
- -being open to new data
- -persistence
- -firmness in your effort to succeed
- -refusal to revert to a win-lose solution

The benefits of the No-Lose Method are:

- -increased commitment to carry out the decision
- -higher-quality decisions
- -warmer relationships
- -quicker decisions

The above are the ideas of Thomas Gordon as presented in L.E.T. : Leadership Effectiveness Training.

Gordon's other books utilizing similar methods are T.E.T. : Teacher Effectiveness Training and P.E.T. : Parent Effectiveness Training.

This article first appeared in the RESOURCE, Tennessee State University Center for Training and Technical Assistance Newsletter.

NEWS UPDATE

GROWING BY LEAPS AND BOUNDS

Enthusiasm and high energy was strikingly evident at all School-age events at the 1986 NAEYC Conference in Washington, DC. Over 100 people (administrators, college instructors, R&R staff, and child care workers) attended both the School-age pre-conference session and the School-age caucus. Each School-age workshop had between 50 and 150 in attendance.

Predominant Concerns:

Training: What resources are available, where to get help, what to do with untrained staff, how to motivate staff to want more training.

Public Policy: How the latchkey dollars (part of the $5 million in state grants) were being spent was another hot topic.

Licensing: How to get separate regulations in their state and regulations that promote quality after school care seems to be a national issue.

Older Kids: How to work with them, how to attract them, and how to keep them in the program. Mentioned over and over was: "When the kids get to be 10 years old, they begin leaving the program one-by-one. The girls first, then the boys follow. They don't want to be with the younger kids. Their peers tease them about being with the babies. They beg to be able to stay home alone and parents see this as an opportunity to save money. So the parents give into the kids - a double plus for the parents : a happy kid and no outlay of dollars.

National School-Age Network/Oganization Since the orginal suggestion in San Francisco in 1980 for a SACC Caucus (which led to a special evening session in Detroit in 1981), there has been interest in forming a national association. While an ass'n would involve a formal constitution, board of directors, and membership services, a national network providing an annotated directory seemed a more feasible initial endeavour. School Age NOTES will announce updates on this.

Physical Environment: THE question was how do we work in a cafeteria/cafetorium setting - how do we set up? What do we do about storage? And wide open spaces? How do we provide a home-like feeling?

NETWORKING

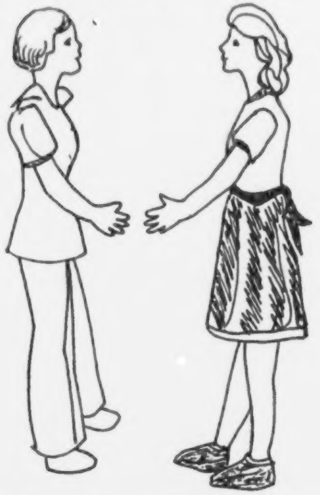
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

NEW! NEW! NEW!

BLACK HISTORY RESOURCE

Martin Luther King, Jr. Board Game is now available in K-mart, Sears, and JC Penney's. Selling for $9.00, the newly-invented game provides a fun time while school-agers learn about this historic black man. Part of the profits from this game will go to the Martin Luther King Jr. Center for Non-Violence Social Change in Atlanta.

ORGANIZING PUBLIC RELATIONS FOR YOUR PROGRAM

WHO do you want to reach?	WHAT do you want to tell?	HOW can you best tell them?
I. Potential users of your program	I. Services offered II. Location III. Program highlights IV. How to get more information  *WORD OF MOUTH - GREAT PR !*	I. FLYERS or BROCHURES distributed thru: a. Bulk mailings b. Local Realtors c. Elementary School Offices d. Pediaticians' offices e. Community centers, libraries, Y's, grocery stores f. Chamber of Commerce g. Welcome Wagon h. Personnel departments II. Child care referral agencies III. Local Newspaper IV. School PTA & School Newsletters V. Elementary school staffs (especially Principals) VI. Church Bulletins VII. Local pre-school programs IX. WORD OF MOUTH
II. People connected with the school district School Board Administrators Teaching Staff PTA	I. Program's philosophy, objectives, services, and content II. How your program enhances the School District III. Financial impact of program on the schools IV. Qualifications of your staff V. Success of the program	I. BROCHURES distributed to all Administrators and elementary staffs II. SLIDE SHOW (shown at Faculty and School Board and PTA meetings) III. Program NEWSLETTERS (copies for the Faculty Lounges, Principals, Administators, School Board Members, and PTA Presidents) IV. Annual Report

source unknown

UPDATE

WELLESLEY STUDY AFTER-SCHOOL CARE FOR HANDICAPPED KIDS

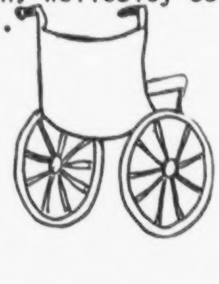
The Wellesley School-Age Child Care Project has launched a one-year study on child care for school-age children with physical, emotional, mental, and other disabilities. The Project's past research suggests that very few communitites have considered the special needs population in designing before-and afterschool programs. Yet the need for care for this group may be even more critical than for school-age children in general.

"Some observers have suggested that self-care, along with training in 'survival skills', is an acceptable alternative for many school-age kids," says Dale B. Fink, Director of the new study. "That is a debatable proposition under the best of circumstances. But when it comes to children with disabilities, there is no debate. These kids need appropriate supervision." This study will assess the extent of the unmet need for such services and spotlight those communities and organizations which have found creative & effective approaches.

The study's investigators want to hear from parents who have sought child care for their handicapped school-agers, and from special educators, charitable groups serving disabled children, recreation professionals, scouting organizations, summer camp associations and school-age child care programs.

Dissemination of findings will be through professional conference workshops and a booklet titled, School-Age Children with Special Needs: What Do They Do When School's Out?

Contact: Dale B. Fink, Director,
School- Age/Special Needs Study, Center for Research on Women, Wellesley College,
Wellesley, MA 02181.



ACTIVITIES

BLACK HISTORY RESOURCES

Black History Playing Card Deck**
52 portraits of distinguished Black Americans with an accompanying booklet. Ages 4 - Adult, $4.95.

Harriet Tubman Game and Study Set*
Explore the daring life of Harriet Tubman who led slaves North to their freedom along the "Underground Railroad". Grades 2 - 6, $6.50.

Famous Black Americans:Folder Games for the Classroom***
An activity book with games, word puzzles, profiles of 52 black persons, $9.95.

BOOKS FOR YOUNG READERS

Black History**
16" Hands on cultural activities drawn from black history, ages 4-12, $10.95.

Cornrows**
Delightful storybook about two children who learn about the African Origins of their hairstyles, ages 4-12, $4.95.

Martin Luther King Jr...Story of a Dream**
Written in play format. Highlights certain periods of Dr. King's life. Full color illustrations. Ages 6-12. ($10.95).

*Order from the National History Project, Box 3716, Santa Rosa, CA 95402.

**Order from Claudia's Caravan, PO Box 1582, Alameda, CA 9450, (PH 415-521-7871)

***Order Bartley Press, 11141 Georgia Ave, Suite A6, Silver Spring, MD 20902.

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____ Sticks & Stones & Ice Cream Cones	8.95
____ Hug A Tree	8.95
____ Make Mine Music	7.95
____ MAKING THINGS: The Handbook of Creative Discovery	8.95
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____ Incredible Indoor Games Book	11.95
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____ Trash Artists ____ Nature Crafts
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____ Set B - Paper Capers, Puppets, Science Fun	11.95
____ Set C - Private "I", Magic & Make Believe, Nature Crafts	11.95

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____ Come & Get It	7.95
____ Super Snacks	3.95

NEW

____ WHAT'S YOUR NEXT MOVE? (A board game for staff training)	34.95
____ Misbehaving'	12.95

SUBSCRIPTIONS

____ 1 year (six issues)	12.95
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- *Orders more that $25 that are to be billed must be accompanied by agency purchase order.*
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SCHOOL-AGE CHILD CARE

____ HALF A CHILDHOOD: Time for School-Age Child Care	$10.95
____ School-Age Child Care: An Action Manual	16.95
____ Activities for School-Age Child Care An NAEYC Publication	4.95

PARENT RESOURCES & ADMINISTRATION

____ School's Out - Now What?	10.95
____ Survival Kit for Directors	5.95
____ Survival Kit for Teachers & Parents	11.95

HEALTH & SAFETY

____ A Sigh of Relief: The First-Aid Handbook for Childhood Emergencies	12.95
____ A Kid's Guide to First-Aid: What Would You Do If . . .?	4.95
____ Blood & Guts	7.95

CHILD GUIDANCE & RELATED ACTIVITIES

____ Please Don't Sit on the Kids: Alternatives to Punitive Discipline	9.95
____ Creative Conflict Resolution	10.95
____ Self-Esteem: A Classroom Affair Vol. 1	8.95
____ Self-Esteem: A Classroom Affair Vol. 2	8.95
____ Cooperative Sports & Games Book	9.95

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Shipping & Handling $______________________________
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New? ☐ Renewal? ☐
Total Payment Enclosed $______________________________

RESOURCES

FIFTH ANNUAL CSAC CONFERENCE

The California School Age Child Care and Recreation Conference will be held Feb. 7, 1987 at San Jose State University. It will feature a variety of workshops, speakers, and opportunities to meet and talk with experts in our field. Cost: $20 incl lunch ($15 for CSAC members). Contact: Diana Curl, Conference Chair, 2269 Chestnut St, Suite 117, San Francisco, CA 94123.

HEALTH AND SAFETY FAMILY DAY CARE TAPES

Training tapes on Health and Safety related to Family Day Care are available from Bank Street College. Three 30 minute tapes give health and safety information related to field trips, outdoor play, kitchens, and bathrooms. Fifteen dollars plus $2.00 for shipping and handling will buy all three tapes plus an accompanying booklet. Contact : Bank Street College of Education for Family Day Care Cassettes, Bank Street College, 610 W. 112th St., NY, NY 10025

from Day Care USA newsletter, 9/15/86

RESOURCES

ACEI CONFERENCE

The Association for Childhood Education International (ACEI) Annual International Study Conference will be held April 30 - May 3, 1987 in Omaha, Nebraska. Exploring the Crossroads for Children will be the theme with more than 100 workshops and seminars on topics of interest to teachers, teacher educators, college students, day-care personnel and other care givers. Symposia on early reading, child care, child abuse and neglect, cultural diversity in the classroom, changes and trends in education, and current research in education will be presented.

CONTACT : Mr. Jerry Odland, ACEI,
11141 Georgia Ave., Suite 200
Wheaton, Maryland 20902

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SPECIAL ISSUE 32 PAGES!!!

CREATING ENVIRONMENTS FOR SCHOOL-AGERS

CREATING ENVIRONMENTS FOR SCHOOL-AGERS is what this Special 32-page Issue is all about! Every article is designed to help you evaluate, plan and implement positve places in your program. Special headings will tell you the specific aspect of environment addressed in each article.

FEATURE

CREATING ENVIRONMENTS FOR SCHOOL-AGERS:
PROMOTING PRO-SOCIAL SKILLS

USING YOUR HEAD

by Bonnie Johnson

When Joel was about four years old, one of his favorite stories was Fred, Fred Use Your Head. Fred was frequently saying: "Mom, help me, my ball rolled under the couch" or "Mom, I can't reach my coat, please help me". Mom, being a wise woman, realized it was time for her growing son to use his brain to figure out how to get the objects out of his reach. So she said: "Fred, Fred, use your head." Fred, at first, tried to get his head under the couch to get the ball out. Seeing that didn't work, he began to do some serious thinking. Suddenly a bright idea: Fred ran to the closet, grabbed the broom, went back to the couch and used the broom handle to reach the ball way under the couch. "Fred, Fred, use your head" became a standard phrase in our house to mean: Think about it. We know you can solve the problem with some good hard thinking.

In creating environments for school-agers, what are the priorities? A safe place, a home-like atmosphere, an enriching experience, are all answers child care professionals and parents give as the right kind of place for school-agers. Others would say, a place where kids can make choices about how they spend their free time or a place where they can do their homework or a place where they just be with their friends.

However, one priority that is hardly ever mentioned is creating an environment where school-agers learn people relationship, problem-solving skills; a place where they can use their head.

USING YOUR HEAD *(con't from p.1)*

In an interview with CDF Reports (the Children's Defense Fund newletter), Dr. James Comer asserts that schools must broaden their definition of education to include teaching kids social skills. In the interview, Comer was asked exactly what he meant by social skills. His answer: "Children have to know how to interact with each other and with adults in a school and outside of the school in a way that meets their own needs without compromising the needs and rights of other people." Later in the interview, Dr. Comer was asked about after-school activities. A portion of his answer follows: "There is no group of kids any more that you can just allow to grow up. You can't do that. Growing up is too complicated today and you have to interact in a way to help the kids learn to channel their aggression, to make it available as energy for work and play at appropriate times, and to act in their own behalf in appropriate ways. You have to teach all of this very carefully. It is not like in the past when if you had a disagreement you could have a fight and get it over with and go back to work. That's because people worked in the forests, rivers, and steel mills and other places that could tolerate that kind of behavior. You have to know how to negotiate if you have a problem, work out solutions,...This requires a higher level of social development, a higher level of personal control, management of your emotions and feelings. The only way to get to the higher level of development is through interacting with somebody you trust who cares about you and who can take you there."

What are some of the ways school-age child care workers can be that "somebody who cares and can take school-agers to a higher level of social development"?

Ron, 10 years old, wants to make a go-cart. Shelia, Rashon, and Lara get into many squabbling fights, often hitting each other, every afternoon.

In looking for ways to handle these situations, think in terms of Comer's words.

Ask the question: How can I respond to Ron's need to make a go-cart that will increase his pro-social skills in meeting his own need without infringing on others' rights? How can I assist Ron to use thinking skills - his brain - to think thru what he needs to do to make a go-cart, how to approach other kids and adults for involvement and how to elicit cooperation?

MULTIPLE CHOICE

Choose one or more:

a. Tell Ron you don't know how to build a go-cart so, he can't do it.
b. Ask Ron what his ideas are about building - have him put those ideas into a written plan.
c. Give him suggestions on resources
   - Jack who made one last year
   - the library for a book on go-carts
   - three names of carpenters
d. Ask Ron what can he do to obtain supplies to make a go-cart?
e. How about Sharon's grandfather who made one as a kid. Could he tell Ron about it??
f. Offer to make it for him since he's just a kid and won't make it as well you can.

Answer:

NO! a. and f. are not conducive to Ron developing his own thinking/social skills. You as the adult have taken over, doing both the thinking and acting for Ron.

YES! b.,c.,d.,e. are all options that will assist Ron to reach a higher level of social development!!

WHAT about Shelia, Rashon, and Lara?

Choose one or more:

a. Separate Shelia, Rashon, and Lara - send them to separate spaces to sit out for 15 minutes.
b. Tell them you are going to talk their parents about their behavior and if it doesn't get better they won't be able

USING YOUR HEAD *(con't from p.2)*

to come to the program.

c. Teach them skills "for staying out of fights". *(See p.9)*

d. Give them a joint project:
   1) writing and performing a play about three friends who were always fighting and what they learned about being a friend who listens, or
   2) cleaning and organizing the storage area, or
   3) teaching the younger kids to play basketball.

e. Begin a "gripe and growl" group. *(See p.9)*

Answer:

NO! a. and b. are both solutions which eliminate the problem from our sight. Neither solution help kids to develop new pro-social skills.

YES! c., d.,e. are all ways to help Shelia, Rashon, and Lara to present their ideas without shouting, whining, or hitting; to listen to each other; to grapple with and come to a mutually satisfying decision and to learn to cooperate with each other. All need the involvement of an adult to be a role-model, to act as an ombudsman (middle person) and provide actual words and phrases that the kids can use.

Excerpts of Dr. Comer's interview with CDF Reports (Vol. 8, no. 4, August 1986) were reprinted with permission.

Dr. James Comer is the Maurice Falk professor of Child Psychiatry at the Yale Child Study Center and Associate Dean of Yale Medical School. He is a recognized expert in the area of school improvement.

CDF Reports is published monthly by the Children's Defense Fund. $29.95/yr. Subscribe to: CDF Reports, 122 C St.,N.W., Washington, DC 20001

ACTIVITIES

JARS JARS JARS

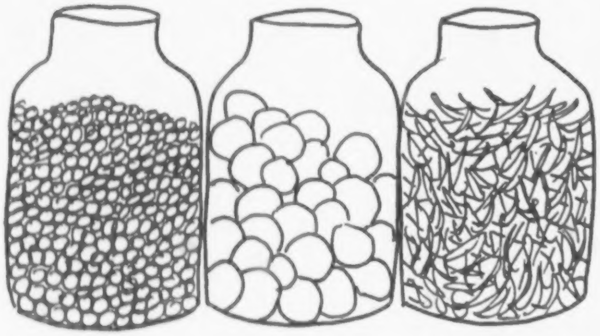
For science experiences, have three or four large jars. Fill jars with suggested items. Change contents every day for a week OR every week for a month.

* QUESS HOW MANY?

Fill one or two jars with beans. Have children write down their guess of how many beans are in each jar. At the end of the week, have a big countdown to see how many are in each jar.

* FEEL JARS

Put different items in jars (pudding, sandpaper, cotton, etc.). Put jars into a "feel box" (a box with a hole cut out for hands so that children cannot see what they are feeling). To make it more difficult leave only enough room for them to feel with fingertips.



See CURRICULUM CORNER on p. 17 for more science jar ideas.

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PROGRAM PLANS

CREATING ENVIRONMENTS FOR SCHOOL-AGERS:
POSITIVE WOMAN IMAGES

WOMEN'S HISTORY MONTH

"**National Women's History Week** was first initiated as a special time each March to recognize and celebrate the lives of countless women of all races, ages, cultures, ethnic traditions and ways of life. Women's History Week celebrations have taken many forms in schools, communities and workplaces, honoring women who have participated in history by living out their lives, whether in ways grandly eloquent or steadfastly ordinary, and in doing so made their contributions to our shared history."

Due to an increase in material available and in a greater interest in women's history, "many states and cities have been celebrating March as Women's History Month". (See box for details to declare March as Women's History Month)

What is Women's History?

"**Women's History** is a whole new way of looking at the events and individuals who have made this country what it is today. The multicultural study of women's lives and roles throughout the history of this nation brings to light entirely new aspects of American life, images to which all girls and boys, women and men can relate."

Promote positive images of women for both boys and girls.

USE March 1987 to study both famous women and women in your community who have contributed to your country and to your local community. ("Honoring generations of compassion, courage ad conviction" is this year's theme for celebrating National Women's History Month)

How? Check out the following ideas:

HOST a Celebration Party honoring mothers, grandmothers, close women friends, maybe local councilwomen, other women who have contributed to the success of your SAP. Have someone tell the story about a famous woman and the story of a local woman.

MAKE banners, place mats, wall murals invitations, decorated with drawings of women who have made compassionate, courageous, and convicted contributions.

WATCH a movie or TV show, then discuss the role of women in the movie. What contributions did they make? Were they portrayed as strong or weak? smart or stupid? leaders or followers? What kind of work did the women do? Then write and act out modified versions of the movie where the women have strong, smart, leadership roles with meaningful careers.

LIST work/careers the school-agers would like to do as adults and make a chart. Discuss which ones only men/women can do, which are traditionally done by men or women, what's the pay, how much education is needed? What skills are needed? What would make it difficult for a man or woman to have that job?

DRAW postage stamps or stickers of women. Check with your post office to obtain stamps of the following women:

Abigal Adams, Clara Barton, Mary McLeod Bethune, Amelia Earhart, Helen Keller, Sybil Ludington, Sojourner Truth, Harriet Tubman.

ASK a woman in a non-traditional job (lawyer, construction worker, telephone lineperson, chief executive officer in a business) to come talk about how she chose her career, what problems she's encountered and what benefits her work gives her.

VISIT local craftswomen to see their work. Ask them to talk about their work.

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WOMEN'S HISTORY MONTH *(con't. from p.4)*

MAKE a poster of words that include women and the changed word that includes women.

linesman - linesperson
fireman - firefighters
policeman - police officer
workman - worker
mailman - mail carrier

WRITE letters or call senators/ representatives to voice your support of National Women's History Week.

CONGRESSIONAL RESOLUTION

Designating the month of March 1987 as

"Women's History Month"

Whereas American women of every race, class and ethnic background helped found the Nation in countless recorded and unrecorded ways as servants, slaves, nurses, nuns, homemakers, industrial workers, teachers, reformers, soldiers and pioneers;

Whereas American women have played and continue to play a critical economic, cultural and social role in every sphere of our Nation's life by constituting a significant portion of the labor force working in and outside of the home;

Whereas American women have played a unique role throughout our history by providing the majority of the Nation's volunteer labor force and have been particularly important in the establishment of early charitable, philanthropic and cultural institutions in the country;

Whereas American women of every race, class and ethnic background served as early leaders in the forefront of every major progressive social change movement, not only to secure their own right of suffrage and equal opportunity, but also in the abolitionist movement, the emancipation movement, the industrial labor union movement and the modern civil rights movement; and

Whereas despite these contributions, the role of American women in history has been consistently overlooked and undervalued in the body of American history:

Now, therefore, be it resolved by the Senate and House of Representatives of the United States of America in Congress assembled, That the month of March, 1987, is designated as "Women's History Month", and the President is requested to issue a proclamation calling upon the people of the United States to observe such month with appropriate ceremonies and activities.

Please contact your Representative and Senator today and request that they co-sponsor the House and Senate Resolutions.

RESOURCES

Tatterhood and Other Tales

All the central characters in these 25 international folk tales are spirited females - decisive heroines of courage, wit and achievement who set out to determine their own fate. Includes details about their sources. Illustrations.
Grades 1-6
166 pages, paper
6452 $8.95

101 Wonderful Ways to Celebrate Women's History

Looking for some new activity or program ideas for your 1987 observance of National Women's History Month? Contains a wide variety of successful and exciting program ideas which have been undertaken by elementary and secondary schools, colleges and community organizations. Ideas suitable for use or adaptation for any population.
60 pages, paper
7922 $6.95

Great Women
Biographical Card Games

Played like a rummy game, each deck of 52 cards contains photographs and facts introducing 10 great women in U.S. history. The cards are 3" X 4 1/2" in size, varnished to protect color and packed in a tuck box with instructions for play included. A fine group activity and wonderful educational gift.
Grades 3-Adult

Game I: Foremothers: Susan B. Anthony, Mary Shadd Cary, the Grimke sisters, Lucretia Mott, Ernestine Rose, Elizabeth Cady Stanton, Lucy Stone, Susette La Flesche Tibbles, Sojourner Truth and Harriet Tubman.
6845 $7.00

Game II: Founder and Firsts: Clara Barton, Mary McLeod Bethune, Elizabeth Blackwell, Nelly Bly, Antoinette Brown, Amelia Earhart, Emma Goldman, Belva Lockwood, Mary Lyons and Margaret Sanger.
6846 $7.00

Available from:

National Women's History Project
P.O. Box 3716
Santa Rose, CA 95402
(707) 526-5974

Ask for a FREE catalog which contains many more books, records, movies and curriculum guides plus balloons, pins, bumper stickers, and posters to help celebrate women this March!

ACTIVITIES

PROP BOXES

by Tracy Besley

Prop boxes provide

* variety....
* fresh ideas....
* impetus for creative & dramatic pursuits....
* opportunity for individual and small group choice....
* readily available activities for all-day programming because of unexpected school closing.

Each prop box needs:

1) a sturdy box (cardboard or plastic) with a cover. Cardboard file boxes work great! Or try laundry baskets.

2) a label (to identify the type of props and the specific contents).

3) contents

4) storage place (out of sight and off limits to school-agers)

POST OFFICE

Unopened junk mail (kids can open and sort). Stamp pads, rubber stamps and small pieces of scrap paper. Pencils, old postage stamps, mailbags, hats. Directions to make a mailbox out of a cardboard box.

PIZZA SHOP

Small personal pizza boxes from local pizza parlor, long chef's aprons (cut 4 from an old sheet), cut pepperoni and mushrooms, etc. out of light cardboard. (the kids can color them in with markers). White play-dough store in an airtight container. Short pieces of yellow yarn (cheese) ; telephone, pads of paper and pencils (for writing down orders)

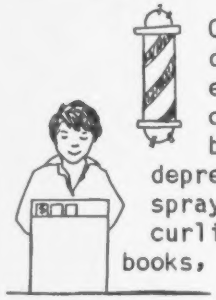
SHOE STORE

Lots and lots of empty shoe boxes, filled with old, discarded shoes. Check with a shoe store who might give away an old Braddock device (tool that measures shoe size), otherwise, use rulers; old nylons, handbags.

FIX IT SHOP

Small broken appliances: radios, phones, hair dryers; screwdrivers, wrenches.
CAUTION:
Remove cords from all electrical appliances before giving to kids.

BEAUTY PARLOR/ BARBER SHOP



Curlers, combs, old hair dryers (cords removed), empty cans of shaving cream, razors (without blades) or use tongue depressers to simulate razors, spray bottles, old (broken) curling irons, old appointment books, phone, small hand mirrors

MAGNETS

All kinds of magnets; different items that might or might not be attracted to a magnet: nails, metal shavings, coins, plastic, tin, bottle caps, wood, etc. (Put in ziploc bags)

SCALES

Small weighing scales;
Different items: sand, nails, cotton, rocks, paper

GROCERY STORE

Old food containers (boxes, cans, cartons, etc.). Use real grocery bags.
* The key here is to have a lot of stuff (just like a "real" grocery store - the more realistic the better).

PROP BOXES *(con't. from p.6)*

RESTAURANT

Menus from different restaurants in town. Pictures of food from magazines, glued to paper plates, and covered with contact paper, tablecloths. "Write on Wipe off" sheets for order pads, aprons (see pizza parlor) for servers.

OFFICE

Old typewriter, old computer, adding machine, calculator, telephone, address books, calenders, appointment books, old briefcases.

LAST WORD

Many of these prop boxes will be more fun with the addition of other larger items, such as an old donated cash register or computer or identifying sign or stove. If these are not available, have written plans for kids to create out of large cardboard boxes.

These suggested prop boxes are just the beginning. Think up your own or brainstorm with the school-agers to come up with your own list that fits the particular needs of your locale. Some older kids may also like to help make prop boxes.

YMCA SACC CONFERENCE

Excellence in Child Care is the theme of the YMCA of USA Conference, April 29 - May 1, 1987 at the Orlando Marriott Hotel in Orlando, FL. David Elkind is the keynote speaker.

For more information, contact:

YMCA
101 North Wacker Dr
Chicago IL 60606
1-800 USA YMCA

RESOURCES

A GOOD SUB IS HARD TO FIND:
Recruiting and Retaining Temporary Staff for Child Care Programs

A Good Sub is Hard to Find is a 28 page booklet addressing the issues that child care programs and child care staff face in finding substitute teachers. The booklet is written for teachers, administrators, resource and referral workers, and substitute teachers. It offers strategies to help programs find substitutes and suggest ways for centers to improve their substitute policies. For people who are working as substitutes, the booklet outlines the rights and responsibilities of temporary employees working in child care programs.

A Good Sub is Hard to Find was written by child care advocate Dan Bellm with Marcy Whitebook, the executive director of the Child Care Employee Project.

UNIONIZING:
A Guide for Child Care Workers

Unionizing: A Guide for Child Care Workers is a 28-page manual for child care workers who are considering unionization as a strategy for upgrading their salaries and working conditions. This booklet answers questions commonly asked by staff and parents about unions in child care programs. It explains the steps involved in a union organizing drive and discusses the range of issues that can be covered by a union contract.

Unionizing was written by staff of the Child Care Employee Project in conjunction with organizers and members of the Child Care Division of District 65, United Auto Workers, and Service Employees International Union.

Both booklets are available from the Child Care Employee Project (CCEP) for $4.00/copy (includes postage and handling). Send check or money order to: CCEP, P.O. Box 5603, Berkeley, CA 94705. For bulk orders of ten copies or more, contact CCEP for reduced rates.

DIRECTOR'S CORNER

CREATING ENVIRONMENTS FOR SCHOOL-AGERS:
OPEN-ENDED PROGRAMMING

IDEAS, SKILLS, MATERIALS, & TOOLS

by Rich Scofield

Materials are provided. Skills such as sawing are practiced. Tips such as keeping the tops on magic markers when not in use are said ahead of time. Now its time for action in the woodworking center or the art area. Open-ended is "What would you like to build or what are you going to draw." The answer could be one of a million different ideas limited only by the imagination. No one idea is right or wrong, good or bad. Some ideas may not be practical. Many times an idea has to fit within the constraints of space, time, and resources. "I'm going to build a house as big as my house." is an idea that is just not practical, but it can be modified. "Giselle, if you don't have enough wood or enough time to build a house that large, what can you do? " It may be that Giselle decides to build a small doll-size house or child-size club house.

The environment is a facilitator of action just as the adult is a facilitator of ideas. The environment encourages independent operation by providing examples of ideas and skills and by making available the materials and tools.

This means children can find things to do on their own without adult direction, help or supervision. Well, let's be realistic and say minimal adult interaction.

In the Children's World Staff Newsletter, Karen Miller writes about "Help Yourself Art." She explains that this is the "free" or "open" art shelf where children can help themselves to the materials and make whatever they wish. There are two ways the open art shelf or any "open" area functions and are an essential part of an open-ended approach to programming.

First, "open" areas facilitate play in other areas by providing "adjunct props". These are the props that are not integral to the play but add to its value. In other words, these are props that aren't necessary for the type of play happening but make it more real and more fun for the kids. Karen Miller describes the child who is playing bus in the drama corner and goes to the open art shelf to pull out paper, markers, and scissors to make "bus tickets." The adjunct props of bus tickets enhanced the dramatic play.

Second, "open" areas promote their own play. This is the most common way for open-ended programming to occur. In the case of the open art area it means rather than the adult leading children through the steps of a particular art activity and then putting the materials away, children are free to work on them when they want to.

The open-ended area functions best when these FOUR components are included.

IDEAS Independent art projects are hung not only in the art area but around the program. Thus someone, seeing a crayon etching they like, can pull out the crayons, paper and black tempera paint and make one.

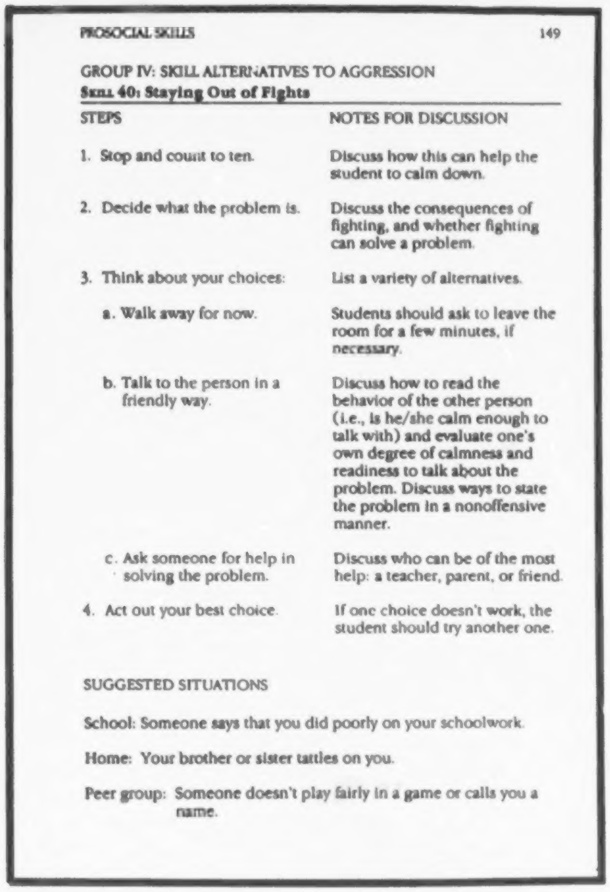
SKILLS For the crayon etching, this would mean showing the steps and the tools used. A crayon is attached to the first step example which shows the paper filled with rainbow colors. A paint brush is attached to the sheet that is covered with black paint. Scissors are attached to the final sheet which shows the multi-colored designs etched on the paper.

MATERIALS The art materials are not only available but are also easy to use. For the paint this means that it is already mixed and in easy-to-handle containers.

TOOLS The tools can be markers, scissors, and rulers in the art area or bowls, spoons and measuring cups in the cooking corner.

CONFLICT RESOLUTION

STAYING OUT OF FIGHTS



PROSOCIAL SKILLS 149

GROUP IV: SKILL ALTERNATIVES TO AGGRESSION

Skill 40: Staying Out of Fights

STEPS	NOTES FOR DISCUSSION
1. Stop and count to ten.	Discuss how this can help the student to calm down.
2. Decide what the problem is.	Discuss the consequences of fighting, and whether fighting can solve a problem.
3. Think about your choices:	List a variety of alternatives.
a. Walk away for now.	Students should ask to leave the room for a few minutes, if necessary.
b. Talk to the person in a friendly way.	Discuss how to read the behavior of the other person (i.e., is he/she calm enough to talk with) and evaluate one's own degree of calmness and readiness to talk about the problem. Discuss ways to state the problem in a nonoffensive manner.
c. Ask someone for help in solving the problem.	Discuss who can be of the most help: a teacher, parent, or friend.
4. Act out your best choice.	If one choice doesn't work, the student should try another one.

SUGGESTED SITUATIONS

School: Someone says that you did poorly on your schoolwork.

Home: Your brother or sister tattles on you.

Peer group: Someone doesn't play fairly in a game or calls you a name.

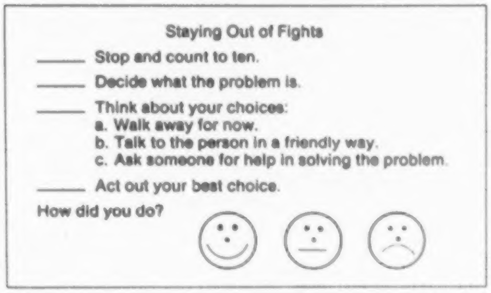


Figure 23. Michelle's Cue Card

Staying Out of Fights

_____ Stop and count to ten.

_____ Decide what the problem is.

_____ Think about your choices:
a. Walk away for now.
b. Talk to the person in a friendly way.
c. Ask someone for help in solving the problem.

_____ Act out your best choice.

How did you do?

Reprinted with permission from SKILLSTREAMING THE ELEMENTARY SCHOOL CHILD by McGinnis & Arnold. See p. 30 & 31 to order.

"GRIPE AND GROWL"

A "Gripe and Growl" group allows kids to meet together on a regular basis (weekly) to talk about events in their day/week that have angered, frustrated or annoyed them. The group provides a structured, safe place to air emotional bumps and scrapes.

RECOMMENDATIONS:

Have kids sit in circle or semi-circle on soft chairs, pillows, carpeted floor or any comfortable space.

Give younger or shy school-agers a prop (anger puppet or magic microphone) to help them be more vocal.

Let this be a ventilating session, not a problem-solving time. If the group naturally comes up with a solution, that's okay.

Make a rule that each kid has so much time to talk without any interruptions.

From the PREJUDICE BOOK as it appeared in CREATIVE CONFLICT RESOLUTION by William Kreidler. (See p 31 to order).

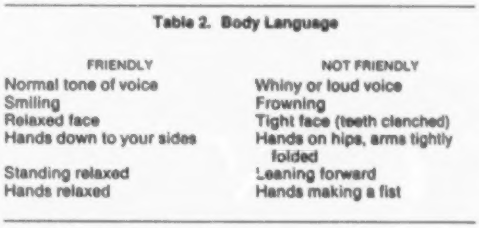


Table 2. Body Language

FRIENDLY	NOT FRIENDLY
Normal tone of voice	Whiny or loud voice
Smiling	Frowning
Relaxed face	Tight face (teeth clenched)
Hands down to your sides	Hands on hips, arms tightly folded
Standing relaxed	Leaning forward
Hands relaxed	Hands making a fist

Reprinted with permission from SKILLSTREAMING THE ELEMENTARY SCHOOL CHILD by McGinnis & Arnold.

CREATING ENVIRONMENTS FOR SCHOOL-AGERS:
OUTDOORS

PROGRAM PLANS

PLAYGROUNDS AND SCHOOL-AGERS

by Rich Scofield

Activities on playgrounds are a major component of any school-age program. Physical development and skills are enhanced, socialization is facilitated, and creative play is encouraged. The following are some considerations about playgrounds for use by school-agers.

Set up a separate area from pre-schoolers

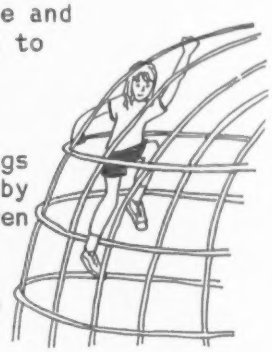
This does not necessarily mean a fenced separation (unless required by your state's licensing regulations) but rather an area of the playground for older children to play without running into pre-schoolers. This is important not only as a safety factor but also psychologically. School-agers like having their own space and like being separated from the "babies".

Provide large areas for ball games, kite flying, etc.

Realistically evaluate the outdoor space you have available. If the space is too small for the older kids to play kickball and other activities that need a lot of space, find a park or school playground you can use regularly. While most programs are very conscious of this need during the summer, opportunities for ball playing, running, bicycling should be considered during the school year, too.

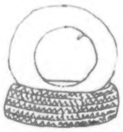
Fixed playground equipment will be used more by younger school-agers.

Developmentally, the five and six year olds, will want to practice their physical motor skills: climbing, jumping, swinging. Climbing apparatus, swings and slides will be used by them. The older children lose interest in a particular piece of equipment once they have mastered climbing and jumping from it. However, swings and their soothing rhythm and jumping off for the risk-taking effect continues to hold an attraction for them.



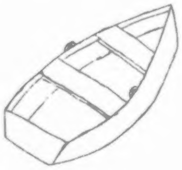
Older children need moveable playground equipment for building and constructing.

Stacking crates, rolling barrels and tires, hauling concrete blocks, and laying out planks are the types of activities school-agers will use to create their own part-real, part-imaginary play props. (To prevent your playground from looking like a junk-yard paint the tires, barrels, blocks, and planks in bright stripes and spots.)



Use unique and different play props for your playground

Car bodies with glass, upholstery, doors, and any other safety hazards removed are unique additions. Old bathtubs and sinks can be used for water play (naturally!). Make sure you always drain water and leave drain open after using to prevent stagnant water from forming. Old rowboats not only make great outdoor props but provide an opportunity for using real tools and doing real adult work. They can sand wooden splinters and file down metal burrs and jagged edges.



Provide opportunities for tension-release.

This includes swings, sand play, jumping rope and water play. Often after a hard day at school even older children need to unwind with soothing repetitious activities that do not have any rules attached to them. They can participate without much concentration or need to interact with others.

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PLAYGROUNDS AND SCHOOL-AGERS *(con't. from p.10)*

Make "get-away-from-it-all" space

Just like adults, kids need private space to be alone or to retreat from the world for awhile or to feel like they are away from adults. Concrete pipes, wooden crates, tents, and clubhouses can provide this type of space.

Move indoor curriculum outdoors

Paint easels, the finger painting table, dress-up props, outdoor "runs" for pet guinea pigs, reading corner with blanket and comic books, and cooking (using fire can be a whole unit) all work great outdoors.

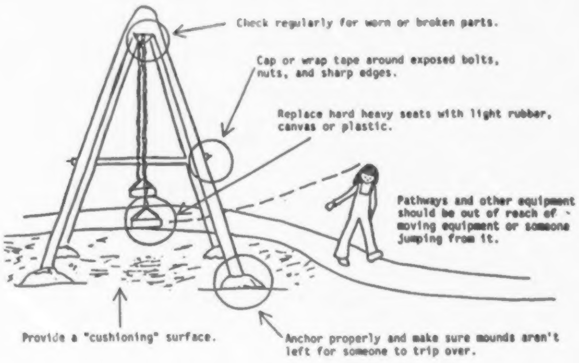
Create different ways to use your playground

Use basketball court or block off part of parking lot for roller skating rink - bring record player or tape recorder outside and skate to music.

PLAYGROUND SAFETY TIPS

Most playground related injuries (60 to 70% are caused by falls, particularly from equipment. Therefore, the type of playground surface, especially within the fall zone of the equipment, is VERY important. Asphalt, concrete and other hard surfaces or equipment should not be within the fall zone. (The fall zone includes, for example, the area beyond the swings where someone could land when jumping off.) Appropriate resilient surface materials include sand, pea gravel. shredded tires, wood chips, shredded bark and rubber matting. These must be maintained to prevent packing down, decomposing, or collecting of trash, such a broken glass. Sand, a common surface under playground equipment, often gets kicked away over the years leaving only a thin covering over the hard packed earth. A covering of six to ten inches is recommended.

Safety guidelines for Swings and Other Equipment


Check regularly for worn or broken parts.
Cap or wrap tape around exposed bolts, nuts, and sharp edges.
Replace hard heavy seats with light rubber, canvas or plastic.
Pathways and other equipment should be out of reach of moving equipment or someone jumping from it.
Provide a "cushioning" surface.
Anchor properly and make sure mounds aren't left for someone to trip over.

Approaching New Playgrounds

When playground equipment is unfamiliar to the children, such as their first visit to a particular park with inviting climbing apparatus, break into small controlled groups. Each group gets its turn on the equipment. This eliminates the mad rush to be first on top and the overestimation of their own ability or underestimation of the difficulty or height of equipment that increases the chances of accidents.

REFERENCE:

"Preventing Playground Injuries", Texas Child Care Quarterly, Spring, 1983. Four isuues/yr $8 from Corporate Child Development Fund for Texas, 510 S Congress, Suite 122, Austin, TX 78704

Reprinted from the July/August 1983 issue of School Age NOTES

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DEVELOPMENTAL NOTES

CREATING ENVIRONMENTS FOR SCHOOL-AGERS:
WITH HUMOR

THE MAGIC OF HUMOR

by Joel Goodman

Humor is essential to any smoothly functioning system of interaction, to any healthy person, and to any viable group. Humor is, in the last analysis, no joke. (Dr. Gary Alan Fine, University of Minnesota)

Humor is a serious business. It can serve as a powerful tool for people in all walks of life to prevent the build-up of stress, to improve communications, to enhance motivation and morale, to build relationships, to encourage creative problem-solving, to smooth the way for organizational change, and to magically turn learning situations from work into fun.

WHY SHOULD WE BE SERIOUS ABOUT HUMOR?

Working in school-age child care is a serious matter. You want school-agers to learn new skills, to deal with the important issues facing them in their school, community and at home, and to develop a sense of teamwork. So, why should, you be serious about humor? Why should you, as the leader, be interested in building humor into your program?

* Caring for school-agers will be more fun for the leader if humor is involved and it will be contagious - the kids will enjoy themselves more.

* If the kids enjoy themselves, they will want to "be there" - motivation will come from them, which will make your job as leader much easier.

* Leaders will come across as a human beings (rather than someone on a pedestal) if they can laugh with the school-agers and if they can laugh at themselves. It is much easier to relate to a "human being."

* Leaders report that the use of humor decreases "discipline problems", increases listening, and decreases pressure on participants to "be perfect" (by being able to laugh at their own foibles), increases retention (by freeing attention through laughter), and increases the comfort level (by building interest and energy through laughter).

* Humor is a powerful tool for enhancing self-confidence and for building empathy among people. In helping people to tap their own sense of humor, we are helping them develop an important ability for dealing with challenges and problems.

* Humor can promote a positive attitude on the part of the leader and participants. As Robert Rosenthal's powerful research on self-fulfilling prophecy shows, this positive attitude can make all the difference in the world when it comes to learning, achievement, and productivity.

* Humor makes it easier to hear feedback and new information. Humor gives us perspective on problems - it helps us to "get away" from the situation and to see possible solutions in perspective. This is an important life skill.

* Humor can be used directly to "teach the basics." There are hundreds of practical activities involving humor as a vehicle that invite people to practice even the most basic "nuts and bolts" skills. Humor has the unique ability to simultaneously lighten (the atmosphere) and to enlighten (group members). The beauty of it is that education and enjoyment are not mutually exclusive. In fact, the synergy between learning and laughing will produce more learning and more laughing ... a great formula for successful school-age groups!

(Con't on p. 13)

THE MAGIC OF HUMOR *(con't. from p.12)*

WHAT TO DO:

Build more humor into your program with E's (ease). That is, if you follow the Easy guidelines below, your Humor Quotient will grow.

ENVIRONMENT

Start a protext movement (that is, a positive context) by creating a humor-filled environment. This could be as simple as setting up a bulletin board in your room that has on it cartoons, funny photographs, jokes, or humorous quotes. Kids could check this bulletin board as a way to recharge their batteries. This is an effective way to introduce humor in the environment - without putting you on the spot to be a "stand-up comic." (In fact, there are hundreds of ways to build humor into the atmosphere without you having to be a joke-teller.) For instance:

1) Have a joke-sharing session at snack time (or staff meeting) once a week.
2) Read aloud humorous stories (the program that laughs together lasts together).
3) Come up with a common signal (e.g., putting your thumbs on your chin and wiggling your fingers) that is a light way of saying, "uh oh ... I think we're about to get into an argument,"
4) Review the day (or week) for any situations that were "ridiculous." This is a wonderful way for children (and adults) to practice the skill of being able to see the humor around and within us. After deciding on the daily event that receives the "That's Ridiculous!" award, write several paragraphs describing it in a notebook. Then take a Polaroid picture that captures the essence of the event, and place the photo above the paragraphs. Co-authoring a humor book of this kind is a delightful way to operationalize Victor Borge's notion that "laughter is the shortest distance between two people." Keeping an on-going "That's Ridiculous!" book can be an enjoyable way of keeping things in perspective and of building interpersonal bonds. (Hanock McCarty developed this idea with his six-year old son, Ethan. Pass it on for parents to do at home.)

EXTEND

One goal of school-age programs is to help kids extend their learnings into the "real world" - the school, the community, the family. The same applies to humor. Why not look for ways to help kids build more laughter into their lives. It could be as simple as any of the following:

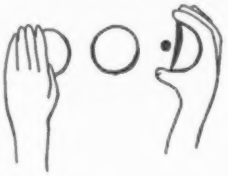
CREATE a "jargon dictionary": With tongue-in-cheek, have the kids make a list of common words or phrases used in your program, along with humorous definitions. Here are some samples from one school:

** "Where are you at?" = You look like I feel.
** Negotiate = substitute word for "Argue"
** "I'm comfortable with that" = means "I agree with," "I am tired," "I trust you to do the work"
** Brainstorm = no one knows the answer, but if we all talk at once...
** Under consideration = the issue is dead
** "I'll have to think about it" = "I'll have to figure out how to have you agree with me"

START a humor phone chain: Make up a roster of the people in your group. Call the first person on the list and pass along a joke or humorous quote. That person, in turn, would call the second person on the list and pass along a "joke for the day." This dial-a-joke chain would continue through at least one cycle of the roster. Of course, you could always go back for seconds! Or a

THE MAGIC OF HUMOR *(con't. from p.13)*

HUMOR CHAIN LETTER: Everybody loves to get mail. Think of how happy the Charlie Browns of this world would be if they were to open their mailbox one day and have loads of laughs pour out! You can make this happen for yourself and for others by starting a humor chain letter. Simply plunk a cartoon, joke, humorous quote, a satire, an Erma Bombeck column, or a riddle in the mail to a friend, family member, or someone you would like to befriend. Include a note asking them to add one humorous item to the envelope and send it on to someone else. This is a wonderful way to create a geometric explosion of laughter. This kind of chain letter can enrich our lives with laughter.



ADD some magic to life...literally: There are many magic tricks that are excellent vehicles for making a point and for evoking laughter and a sense of wonder. These tricks can be used to motivate people or on the spur-of-the-moment to capture attention or to illustrate an idea. You might be especially interested in a book by Joel Goodman and Irv Furman, MAGIC AND THE EDUCATED RABBIT, which contains dozens of easy-to-do and powerful-in-effect tricks along with hundreds of ways to use them (e.g., helping people to learn such skills as problem-solving, communicating, building positive self-concept, public speaking, following directions, etc.).

APPOINT a "court jester:" On a rotating basis, it might be fun to have a different kid assume the role of "court jester" each day. The jester could be responsible for injecting some humor during the day by doing a skit, by playing a funny excerpt from a comedy album, or by sharing some of his/her definitions from the jargon dictionary.

MAKE your own humor "first-aid kit:" Laughter really is the best medicine! Put together a first-aid kit, consisting of sure-fire stimuli that tickle your funny bone (e.g., your favorite humorous sayings, a comedy record, readings from your favorite humorist, photographs that invite you to chuckle, a joke or riddle that you can keep in your wallet, etc.). Whenever you're feeling blue or stressed, just pull out your first-aid kit and remember....he (or she) who laughs lasts!

These Easy guidelines can magically turn your program into a funshop, where school-agers will be laughing all the way to the learning bank. Yes, it is possible to "make sense of humor" and to serve it as a way of bringing together laughter (haha!) and learning (aha!).

This article is adapted with permission from "The Magic of Humor: Laughing All the Way to Learning Bank" and "How to Add Light Years to Your Life" from the LAUGHING MATTERS magazine edited by Joel Goodman. This quarterly magazine is a goldmine of laughs and ideas on the positive power of humor in everyday life and work. To subscribe for a year, send a check for $15 to The HUMOR Project, 110 Spring St., Saratoga Springs, NY 12866. For more information on the programs and resources available through The HUMOR Project, write to Dr. Goodman at the above address. See p. 32 for information on the second national conference on THE POSITIVE POWER OF HUMOR AND CREATIVITY co-sponsored by The Humor Project.

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EDITORIAL

CREATING ENVIRONMENTS FOR SCHOOL-AGERS TO THRIVE IN BOTH NOW AND IN THE 1990'S

by Rich Scofield

School-age child care is entering a third phase in terms of national focus. The first phase beginning less than eight years ago re-introduced the issue of latchkey children. (The first time was in World War II after which the issue dropped out of the media.) Although today there are still latchkey children sitting home alone, they have left the media's glare. However, the term "latchkey" has been given a permanent place in our national vocabulary. The second phase was the advocacy for development of programs. This was highlighted by the passage of legislation in California and other states as well as the Federal legislation. Program development is now in full swing. The third phase is now to improve the quality of existing programs and set standards for future ones.

The "baby boomlet" which has just reached the primary grades will have a major impact on the demand for school-age care now and through the 1990's. While school systems are just beginning to realize the potential of after school care, they are also beginning to feel the space squeeze from the "baby boomlet" and the pressure to improve academic scores. Thus in terms of creating environments for school-agers, it will be important to preserve the space integrity of programs and maintain the quality of "child-responsiveness" rather than succumb to an extension of the school curriculum.

As we struggle with the issues of quality care and the impact of programs in the schools, let's remember that there is room for compatibility. Our goals are the same, that each child is able to develop to his or her fullest potential. We know that a positive self-concept and high self-esteem are key factors in doing well in school, staying away from drugs, and becoming productive adults. After school programs that create environments which help children gain a positive self-image and increase their self-esteem are contributing to the foundation for the children's academic success and success in life. They also provide the "meaningful experiences" which enhance and facilitate learning by making classroom teachings come alive and relate to the real world. How do programs do this? How do they create environments that school-agers thrive in?

-By empowering both the children and the adults to create the program. The children are integral to planning activities which develops their ownership in the program. The direct caregivers are on-the-spot decision makers who can respond flexibly and spontaneously even if it means abandoning a planned activity.

-By giving to the children choice, independence, and responsibility which helps develop decision-making abilities and critical thinking skills.

-By providing the ideas, skills, materials, and tools to let their imaginations fly.

-By allowing for the natural child groupings that promote both socialization and individual time.

-By recognizing developmental needs and characteristics and acknowledging individual differences that make the program truly "child-responsive" rather than "adult-directed."

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STORAGE STRATEGIES

CREATING ENVIRONMENTS FOR SCHOOL-AGERS:
STORAGE

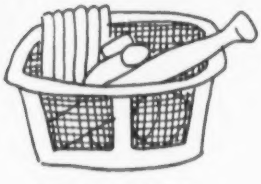
EVERYTHING IN ITS PLACE????

Storage in any school-age program is an on-going problem. The main difficulties are:

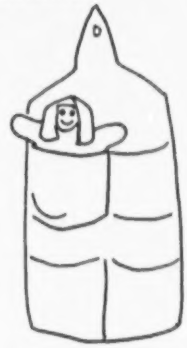
- Too little shelf and closet space
- Messy and disorganized storage areas
- Bulky, odd-shaped and hard-to-store items
- Easily lost small pieces
- Supplies hard to find when needed.

Plus, many programs are located in shared space, with daily or weekly setting-up and taking-down which complicates open-shelf storage.

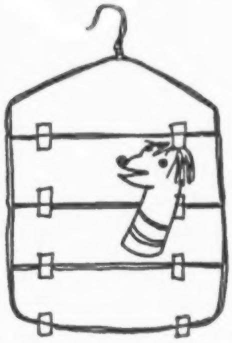
The following are just a few suggestions for dealing with storage headaches.



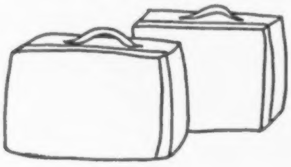
LAUNDRY BASKETS



HANGING SHOE BAGS*

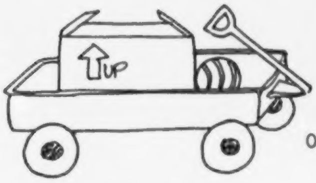


MULTIPLE SKIRT HANGERS*

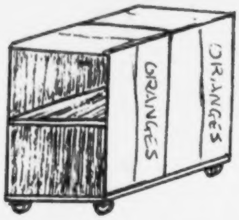


SUITCASES

Try ziploc bags for holding small pieces from board games. Store the filled bags in a hanging shoe bag. Label outside of shoe pouch.



WAGONS



ORANGE CRATES ON WHEELS

GREAT IDEA:

Place board games, opened, face up on a table - cover with clear contact paper to protect and secure game board in place. The board game is always available but the table can still be used for other purposes.*

Mini Pong is a new ping pong table that is just right for programs with small numbers of school-agers and for programs with limited or shared space. The table measures 36" by 72", folds to 36" square to make its own carrying case for storing paddles, net and ping pong balls. Can easily be stored in a corner, under a desk or even in the trunk of your car! Special foam padded paddles allow the same playing strokes as larger regulation sized tables. Available at Target stores.

CAUTION: These tables are not as strong as regular ping pong tables and will bend if sat on or leaned on heavily.

RESOURCE

"Can't Find It, Can't Get to It, Can't Use It" by J Greenman, CHILD CARE INFORMATION EXCHANGE, Jan, 1987. Back issue is available for $5.
EXCHANGE is a bimonthly magazine for child care directors, $25/yr.
EXCHANGE Press, Inc, P O Box 2890, Redmond, WA 98073

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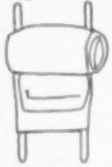
* as suggested in the CHILDREN'S WORLD NEWSLETTER.

CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
HUMOR (See p.12-14)	Joke Bulletin Board 	Joke Sharing	Make a "That's Ridiculous" Book	Humor Chain Letter	Magic Tricks & More
JARS	Guess How Many? (See p. 3)	Put 2 cotton balls in 4 jars. Add a different (vanilla, garlic, peppermint, mint, lemon) scent in each jar. Let kids identify.	Fill 8 glass jars with varying levels of water. Using small sticks, gently tap jars to make musical sounds.	Guess What? (See p.3)	Make miniature terrariums using small plants, pebbles and small shells in small glass jars.
BLOCKS PLUS	Several backpacks, sleeping bags and maybe a small tent =  CAMPING TRIP	Small suitcases, old clothes, train and plane tickets, travel books, brochures, travel agency posters = TRAVEL TIME	Stuffed animals, old cash register = PET STORES Blocks can be made into cages.	Rubber hose, bucket, cloth, sponge, tools (wrench, screw-driver), overalls, hats = GAS STATION CAR WASH	Empty soap boxes and bottles, fabric softener, old clothes, old laundry baskets = LAUNDRAMAT
PROP BOXES (See p. 6-7)	Post Office	Pizza Shop	Office 	Shoe Store	Fix-It Shop
	Beauty Parlor Barber Shop 	Grocery Store	Restaurant	Magnets	Scales
WOMEN (See p. 4)	Make and/or collect postage stamps of women.	Watch movie and discuss portrayal of women roles. 	Design and make wall mural of famous women.	Visit a local craftswoman: potter weaver	Plan, prepare and host a CELEBRATION OF WOMEN PARTY.

EDITORIAL

CREATING ENVIRONMENTS CHILDREN DO NOT THRIVE IN

by Rich Scofield

Suspicion, doubt and fear - suspicion of strangers, doubt that their parents, school, or society can protect them, and fear of becoming a face on a milk carton - a missing child, these are environments that children do not thrive in.

Why is the issue of missing children, as perceived by the children themselves, particularly pernicious? The first reason is developmental. School-agers aged 7-11 years old are in Piaget's stage of concrete operations. They are putting their world into logical order, trying to structure and make sense out of all around them. But they are very concrete about it. They cannot grasp the abstract concept of the relative chance of a particular event occuring. Thus, after the highly publicized tragic massacre at the California McDonald's, children all over the country were afraid of getting a "Big Mac." School-agers also continue to be egocentric at times, which means that anything that can happen to one child will happen to them. Plus they are overly concerned about any possible harm to their body.

With these developmental implications imagine the anxiety that strikes a latchkey child or any child making it safely home from school after a lesson about "stranger danger" only to be reinforced about the reality of it by the "missing child" picture on the milk carton. Their fear is that their picture will be there next. Not only does their egocentricity imply that it will happen to them, but that it will be their fault since they are being taught that their safety is their own responsibility. I still cringe remembering the news story showing parents and children standing in the hot summer sun for several hours going about the serious business of fingerprinting just the children. What kind of message does fingerprinting a school-ager send to a child already hypersensitive about bodily harm? Could it be: "We will be able to identify your body when you are killed."

The second reason for the particular perniciousness of the issue of missing children is how the public and specifically children have been misled from the central issue. Ask kids who the missing children are and you will be told that they are kids who have been kidnapped by strangers or killed by strangers. An excellent article in the February 1987 issue of HARPER'S cites experts claiming that more than 99% of missing children are "'runaways,' children who try to escape their parents clutches...'throwaways,' children rejected by their parents... or 'parent-abducted' children." This is interesting for a society that says it cares about children but through its actions such as low pay in education and child care and cutbacks in funding children's programs is really saying that children are not a priority. Of all missing children 95% are estimated to be runaways. In one 1985 San Francisco study, 78% of runaways were physically or sexually abused at home.

Peter Schneider, author of the HARPER'S article, concludes that we have focused on the stranger-danger version of the issue creating a myth about missing children to relieve our guilt that it may be our fault. "It is not the family that is driving children away. It is not father who is molesting our little girl." This is what we want to believe.

This doesn't negate the need for common sense home/street safety precautions for children. It does mean that how children are taught and the emotional context are important. It also doesn't negate the fact that parental abductions are traumatic for all involved and should be taken seriously. It does mean that there should be less emphasis on the possibility of strangers snatching children off the street and more emphasis on improving family relationships and the environment of children.

(See p. 15 for "Creating Environments for School-Agers to Thrive In")

TRAINING TIPS

A COMMITMENT TO TRAINING

by Andy Scott

The key to a successful program is to have skilled, motivated people at every level. As idealistic and corporate as that may sound, it is the movement toward this goal that has been responsible for the creation and growth of the California School Age Consortium.

School-age child care and recreation staff in all kinds of programs see the need for ongoing support in performing their work more effectively. Let's face it, ours is very demanding job requiring a wide range of skill and knowledge. Most of these skills are developed and refined on a daily basis working with children. Still, it is valuable to get away from the workplace and children to replenish ourselves, consider new approaches, stock up on activities, review our practical understanding of child development, and "borrow" ideas from our friends and colleagues in other programs.

Ideally, training is an ongoing process. It may take many forms but generally can be placed into two categories:

One time - External

- College Courses - sometimes culminating in a degree.
- Conferences - usually one or two day affairs to share skills, meet people with common problems and interests, and make us feel good about our work.
- Special Subjects Workshops - C.P.R., swimming, etc.

In-service, Ongoing, On the Job

- Contract Courses - Community based training which takes place at the worksite and is organized through a state or community college so that credit can be received for the work.

- On-site Workshops - A specialist is brought in to address a specific subject identified by staff as a need area.

- Regular Staff Meetings - An essential component of ongoing staff support, often underestimated and difficult to achieve due to staffing patterns in an all day or part-time program. Staff meetings provide an opportunity to talk out problems and plan the program.

- Resource Library - a place with access to the latest books and publications.

This may all seem rather obvious, but in order for training to be taken seriosly by a program it has to be made a priority for staff and built into the budget. Unfortunately in this age of high costs and shrinking budgets it's the "invisible" necessities that are the easiest to ignore. Ignore it or not, the way a teacher, supervisor, or administrator is trained and motivated has as much impact on the daily lives of children as the quality of food we serve or any other program component.

Whether you are a recreation, child care, YM/WCA, or any program offering services to children you can obtain training information by contacting your local Resource and Referral agency.

This article reprinted with permission from CSAC Review Fall 1986, the Newsletter of the California School-Age Consortium, 2269 Chestnut St., Suite 117, San Francisco, CA 94123

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FAMILY HOME CARE

COMING HOME AFTER SCHOOL

by Eleanor Fraser

What do you remember doing after school during your early elementary school days? Some remember the smell of fresh baked cookies when they arrived home. One might remember having a friend over to their house to sidewalk skate or climb a tree. Reading a book, riding a bike, talking on the phone, playing in the mud, making a fort, watching television, coloring, doing errands and cooking were a part of many lives. Some remember fighting with siblings, going to scouts, sports, dance or music lessons. Playing "hide-and-seek" in a vacant lot or just hanging out are other memories. These memories are the "roots" of the Fraser Day Care Program in Belmont, California, now in its 18th year.

Being licensed for twelve children in our private residence certainly lends itself to a "homey" setting. The property is entirely fenced, with an extra fence separating the swimming pool area. The house is a three bedroom, two bathroom older home. The detached two car garage is sheet rocked, painted and carpeted for a playroom. There is a long fenced-in driveway for bikes and a front play area.

CHOICE

Most of the youngsters have been in a structured school setting for five or six hours when they come home to the facility. Their day has been filled with many "have tos" even in schools that are rich in curriculum. Some kids are ready to jump right into play, while others need a moment to relax. A snack is offered right away. Sometimes the kids even cook or prepare their own snack. When they are ready to choose what they want to do each day, the playroom is open for them to listen to records, play board games, build with legos or blocks. The roller skates, knee pads and elbow pads are available. The bikes can be ridden, and the play area in the front which includes a climbing structure, playhouse and big magnolia tree, are appealing to some school-agers. There is a sand and dirt area with water play on nice days. Colored chalk is available for sidewalk art. Children are free to choose which direction they will go each day. A staff person might bring out water colors and just sit down and start painting. Those children who wish to may watch or join in on the painting. Sometimes a game is introduced; playdough and bakers dough are often available. A little later an indoor art project is set up for anyone interested. These projects are seldom patterning, although the kids do enjoy that sometimes. However, no two projects look the same when they are finished! An art closet houses the supplies which are available for the children's use. They have something to start them out - felt tip pens and paper or stickers, rubber stamps or crayons - but they are free to choose how they will use the supplies or look for what they need.

School-agers sometimes read and sing together. We have sung at local Senior Citizens' facilities and have participated in our city's Variety Show each March, wearing matching T-shirts.

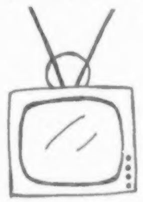
HOMEWORK

Parents are told from the beginning that the Day Care program is not responsible for the child's homework. They may tell their child they are to do their homework here. We support a child by saying, "Today is Wednesday, isn't that the day you need to start your homework here?" and by providing a quiet area. The final responsibility is the child's and the parent's. This is not an easy place to take time from play to do school work.

COMING HOME AFTER SCHOOL *(con't from p. 20)*

T.V.

Too much sitting or T.V. would be harmful for children. Used in moderation, television has a place in this facility. Sometimes a child needs to "lay back" for a time or is sincerely tired or just recovering from a cold, and might ask to watch television. Occasionally, we rent video tapes or tape something they would enjoy watching. Sometimes a child will even ask us to tape something for them. A few times one of the kids has even called in the evening to ask us to tape a "special" as it is on too late for them, or they were going out. No one chooses to _just_ watch television.



COMMUNITY ATTRACTIONS

Outside of the Fraser Day Care Home are also fine activities. The library occasionally has a puppet show for this age youngster. Parents, whose children are interested, are encouraged to find a way for them to participate in scouts, sports or special events. Rides to our home after scouts are usually available for the asking. Parents who are willing to drive another child home after a practice can usually get a ride to games and practices. We encourage the youngsters to participate if they choose and we support the parents in arranging or providing transportation.

IDEAS

Mini-Trampolines are fabulous indoor active pieces of equipment which do not take up much space and are inexpensive (about $15). Ideal for times kids cannot spend much time outdoors or for those kids with super-high energy levels. Also, good exercise and a stress-reducing pursuit for caregivers! Available at discount stores.

HEALTH & SAFETY

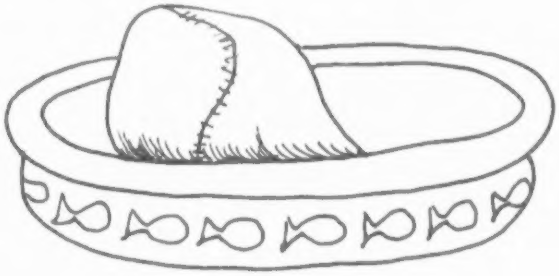
BIKE SAFETY

Bike helmets can protect school-agers from serious, even fatal head injuries, according to PEDIATRICS FOR PARENTS (July/Aug.'86). The article recommends that all children wear a bike helmet EVERY time they ride a bike. The best kind of helmet?? Answer: A child's helmet with a hard outer shell and a polystyrene liner. Cost: $30 "Not a big price to pay to protect (a) child from a head injury."

Pediatrics for Parents, the newsletter for caring parents, $15/yr for 11 issues.
WRITE to: 176 Mount Hope Ave,
Bangor, ME 04401

IDEAS IDEAS

For defined soft space, try placing a bean bag chair in a durable plastic wading pool. Great for a quiet reading area.*



* from CHILDREN'S WORLD NEWSLETTER

CREATING ENVIRONMENTS FOR SCHOOL-AGERS:
PLACES KIDS WANT TO BE

DIRECTOR'S CORNER

SACC: LIVING, LOVING & LEARNING OUT OF SCHOOL

"There's always something to do, lots of stuff to do it with and someone to tell you what a good job you've done when you've finished." We know we are doing something right when we hear comments like Keith's, and when children tell their parents who come to pick them up that they don't want to leave just yet.

Parents ask us why the children feel this way and we have asked ourselves the same question. What is it we are doing and feeling that makes CLASP* such a good place to be after school? What is it that makes a school-age child care program special?

FIRST and most important, it is the staff. To work successfully with school-age kids we have to enjoy the child in ourselves and to like to play games and be in touch with our own childhood memories: what was fun to do, what was frightening, what made us feel good inside and what made us feel unhappy. Many times the most successful answers to "What shall we do today?" come from our own fun-filled childhood memories: treasure hunts, learning to knit, or making a secret house. We enjoy being with kids - listening to their concerns, playing games with them, and above all, accepting them as they are.

We know that the kids coming to our program do not need an extension of their school experience. They need a chance to relax, to be themselves and to choose what they want to do - just as adults like to do when they come home from work.

We nurture and understand and, at the same time, respect and support their striving for independence and creativity and their need to acquire skills. We help them learn to get along with other kids and with a variety of adults - some as young as big brothers or sisters and others as old as their grandparents.

It is also important that we adults like and respect each other and enjoy working together. We strive to appreciate and accept our own and each other's individuality and creativity in working with the kids. Our staff makes the time to talk together about the program, the children, and our own professional and even personal concerns.

SECONDLY, as a caring and creative staff we need time, materials, and space in which to work with the kids. The time children spend in an afterschool program is set by their hours in school and their parents' working hours. Within this block of time, a scheduling sequence lets them make an unpressured transition from the world of school to the security and comfortable world of the after-school program. This allows them to put away the emotional and intellectual pressures of school, to enjoy food they like, to play by themselves if they wish, to join a group for a game of boxball, to work beside a friend on an art project, or to talk with an adult or another child about their day, their special interests and concerns.

FINALLY, we have found that children in afterschool groups relax and become more involved in the materials and activities when they can play with children both older and younger than they are. Interage groups give children a wider range of friends with whom to work and play and experience different social roles. Sometimes it is fun to be one of the youngest children in the group and not have to live up to anyone else's expectations.

* *Written by the staff of the Children's Living After School Program in Great Neck, New York*
Mary Kasindorf, Director

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DIRECTOR'S CORNER

REACHING NEW HEIGHTS

Celebrate the WEEK OF THE YOUNG CHILD with child care workers across the country.

The official WEEK OF THE YOUNG CHILD is the first full week of April. However, the week may vary in your state due to conflicts with other community activities.

WHAT IS WOYC?

In the 1970's, WOYC focused attention on a wide range of issues affecting young children. The central message emphasized the importance of putting children first; recognizing adults' responsbility for developing future parents, workers and decision makers; and prioritizing long-range educational and developmental needs of children.

Following the failure of important Congressional initiatives to benefit young children, WOYC gained momentum as a needed tool to increase effective communication about ways early childhood programs support families in their childrearing roles. From 1980-1985, NAEYC attempted to broaden recognition of the importance of quality care for children through the theme "Children: Our Investment in the Future".

A new theme, "Reaching New Heights in Early Childhood Education", was introduced during 1986 to celebrate positive achievements, such as:

- the National Academy of Early Childhood Programs whose purpose is to improve and recognize high quality child care.
- highly publicized research findings which substantiate the many benefits of early education
- introduction of new legislative initiatives to address the demands for high quality and affordable child care at state and national levels
- the introduction of NAEYC's Child Care Information Service which provides information and resources to the child care community, decision makers, media, and the general public.*

- the excellent program you have provided

WAYS TO CELEBRATE:

Before beginning, check with your local state AYC to find out what week has been designated for your community.

* Invite your councilperson or state representative to a special event at your program:
  - skating or swimming party
  - an afternoon snack where kids make the snack to serve, give tour of program and invite person to spend some time playing UNO, monolopy or pingpong

* Set up a booth in front of your own program building, a local school, grocery store, mall. Sell baked goods or craft items kids have made. Give out flyers describing your program. Include the benefits to kids, family and community! Have school-agers design the flyer. Decorate the booth with WOYC balloons.

* Make and Display Safety Posters. For example: Always wear a helmet when riding a bike; buckle up for safety, turn the handle of the pot inward when cooking on the stove.

* How about a joint celebration party for both the WOYC and National Women's History?? (See *p.17*)

Resources:
Contact NAEYC, 1834 Conn. Ave. NW, Washington, DC 20009 (1-800-424-2460) for WOYC stickers, posters, brochures, logo sheets, balloons, buttons.

**Thanks to Marion Brown of Tennessee Association for Young Children for introductory material on WOYC.*

ADMINISTRATIVE NOTES

CREATING ENVIRONMENTS FOR SCHOOL-AGERS: INDOORS

INDOOR ENVIRONMENT CHECKLIST

Provide "... spaces within and around... for solitude. gentleness, mobility, and challenge".*

"Designing an environment for a school-age program is especially challenging because of the diversity - ages, needs, interests of the children to be served.*

"The whole trick of finding ways to work with the children individually is to set up your environment so that many of the children can be playing independently without an adult hovering right over them. Then the adult can single out one child or a few children and work with them in a concentrated way."**

The Indoor Environment Checklist was complied from three sources:

CREATING ENVIRONMENTS FOR SCHOOL-AGE CHILD CARE, Military Child Care Project, April, 1982, out-of-print

HALF A CHILDHOOD: TIME FOR SCHOOL-AGE CHILD CARE (published by School-Age NOTES, See p. 31 to order)

A Parent's Guide to Day Care (published by U.S. Dept. of Health and Human Services, Washington, DC 20201 DHHS Pub# OHDS 80-30254)

Use the following checklist to assess your program's indoor space. With checklist and pen in hand, walk around, look, bend down, sit on the floor, on your knees, stand against the wall, pretend you are five, eight, ten, twelve years old. When you are finished, use the information you have gathered to plan and implement changes. Also, congratulate yourself on those areas that received a YES!

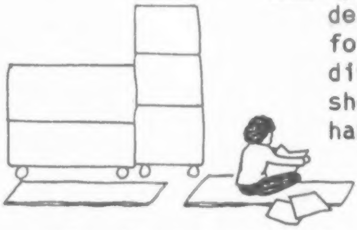
DOES YOUR PROGRAM SPACE HAVE:

___ a clean and comfortable look?

___ touches of color, pleasant lighting effects, decorative items such as flowers, wall hangings, art work?

___ enough furniture, play things and equipment for # of kids in care?

___ enough lighting to see to work & play?



___ appropriate space, defined and sized, for each activity; divided by screens, shelving, levels, hangings, carpeting?

___ clearly marked pathways between activity areas?

___ soft spaces for comfort and relaxing (couches, pillows, bean bags, rugs or carpets, hammocks, soft animals, stuffed chairs)?

___ places to hang art work, and places to keep unfinished projects?

___ floor play areas?

___ some areas attractive to older or more skilled children and some attractive to younger or less skilled children?

___ play structures spaced and located to avoid crowding and accidents?

___ active play areas near each other and away from quiet play areas?

___ easy access to outdoors from indoors?

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* from SCHOOL AGE CHILD CARE: AN ACTION MANUAL (p 388 & p 393)

** from Children's World Staff Newsletter Sept. 1984

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INDOOR ENVIRONMENT CHECKLIST *(con't. from p.24)*

DOES YOUR PROGRAM HAVE MATERIALS:

___ with rich appeal to each child's interests: clearly arranged, kept in good repair and accessible to children for individual choice?

___ for making-believe with dress-ups and props?

___ for trying grown-up things like cooking and sewing, carpentry, tinkering with machinery, gardening?

___ for using and respecting natural resources - sand, water, earth?

___ for caring for pets?

___ for maintaining & sharing collections?

___ for art?

___ for creating songs, music, dance?

___ for listening to records and tapes?

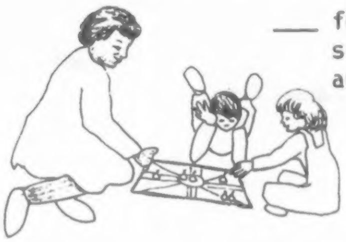
___ for making up and producing plays and puppet shows?

___ for construction experiences of blocks, cardboard cartons, crates, lumber,....?

___ for language development through books, writing, taping?

___ for science discoveries such as magnetism and chemical reactions?

___ for thinking skills such as board and and word games?



___ media materials which put children in touch with the outside world:
magazines and newspapers,
radios and records,
TV's and tapes ....??

ARE THERE OPPORTUNITIES...

___ to play alone at times and with friends at others?

___ to use materials and equipment that help school-agers learn new physical skills and control and exercise their muscles?

___ to learn about their own and others' cultures through art, music, books, songs, games, and other activities?

___ to practice their skills (EX. sports equipment, musical instruments, drama activities, craft projects)?

___ to do homework?

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HEALTH & SAFETY

FIELD TRIP SAFETY

The field trip is potenially the most exciting, yet the most dangerous experience a caregiver can offer school-agers.

Because the incident of excitement and education far outnumber the incident of hazard, the field trip is a valuable part of our curriculum.

Many accidents cannot be prevented, they are literally "accidents". But some basic safety guidelines, precautions and systems of movement can make the field trip easier, smoother and safer for all concerned.

THE BUS

Prior to the trip check the bus for:

1. Adequate gas supply
2. Washer blades in place
3. Window washer fluid available
4. All outside lights clean and working
5. Tires firm and uniform

Then:

1. Move the mirrors to proper position
2. Open or close windows if required
3. Pick up any loose debris inside bus (avoid blowing paper)

Remember, once the bus is moving all attention has to be on traffic. Establish the interior environment to your satisfaction BEFORE you leave.

Be sure you have:
1. Emergency cards for all kids
2. Field trip form completely filled in duplicate (one copy for director)
3. First aid kit

Then, move the bus to the handicapped parking area at the front door. (Always park the right side of the van to the sidewalk - door on the right side). Turn off the ignition and take the keys with you. It is very important to never leave the keys in the ignition unless you are SITTING in the drivers seat. Children model adults and have suffered tragic consquences when they "drove" the car in unattended seconds.

Load, the kids from the walk allowing one child per seat belt, if possible. Separate those who tend to be unruly when together.

THINGS TO REMEMBER

- Never go through a yellow light.
- Drive at least two or three miles/hr below speed limit & never over 50 MPH.
- Stay in slow lane except when turning left.
- ALWAYS use seat belts.
- NEVER leave children attended.
- NEVER leave keys in ignition.
- Use your field trip form roster to check the children by name and face several times during your trip, esp. as you load or unload the bus, change positions or if anyone is separated.
- Always note where nearby phones are.

- DON'T allow kids to:

  - Climb trees
  - Wade in water
  - Go through or near barbed wire fences
  - Run with sticks
  - Run or play while eating (choking hazard)
  - Throw rocks
  - Walk behind horses or other livestock

Field trips are very enjoyable if safety is foremost and if all concerned are relaxed yet aware of hazards.

(Con't on p. 27)

FIELD TRIP SAFETY *(con't. from p.26)*

PREPLANNING

Whenever possible, pre-visit the field trip area. Learn the "lay of the land" and mentally move the school-agers through any obstacles. If there are hazards that cannot be avoided, cancel the trip.

Explain the trip to the kids before going. "Whet their appetite" for the experience with stories, art projects or pictures that apply to the field trip. This will make the trip more enjoyable and memorable.

AT DESTINATION

To avoid herding kids in parking lots or near roads, park in the handicapped parking spaces and then unload the kids for safety. Leaving a second caregiver with the kids, park the bus in a regular parking space. On leaving the area, reverse the procedure and park and load the kids from the safety of the handicapped parking spaces.

Always keep the kids within your vision, be watchful for any cul-de-sac that may attract a straying child. Walk slowly on the stairs. Frequent water and bathroom stops discourage wandering. Always use partners (again separating potenial problems) and make the discipline or wandering problem your problem.

In parks, always fish from closed bridges with lines, not poles and using hooks with barbs cut off (they'll still catch fish but catch less children). Keep the kids away from the banks and never near deep water. In organized playgrounds, station yourself and your co-worker so all the area can be seen. Any equipment that looks too dangerous, make off limits to the school-agers.

Don't under or overestimate the ability of your kids, both can be dangerous. Go early in the day and preferably not on Monday or the day after a Holiday as the children are tired. Tired children have accidents and are not as careful as they should be, even in familiar environments.

Gently drive off stray dogs, cats, squirrels, etc. Don't let the kids play with unknown animals. Even if the owner of the animal is present and assures you the animal is safe, respectfully request that the kids not play with the animal.

In warm weather always carry lots of water and offer it frequently.

CROSSING STREETS

Without a light - station a caregiver at front and rear with kids in the middle. Stop at the curb, if no traffic is visable, move across enmasse maintaining positions. Move swiftly, but do not run. If traffic is visable - one caregiver steps to middle of road and stops traffic, while second caregiver herds the kids slowly in front of her. When the first child reaches the center of the road, the first caregiver proceeds across with the children while the second caregiver stops in the center of the road until all of the children are safely on the curb.

With a light - use the same procedure as crossing a busy street, as lights do change faster than many children can cross the street and it is easier to see an adult than a child.

If at all possible, avoid crossing streets - plan ahead.

VAN CAMP BOX

first aid kit & handbook
kleenex
coins
2 washcloths
allergy medications
scissors
2 extra sets of clothing
paper towels
emergency cards
red marker/paper
paper cups
sunscreen
2 towels
ice packs
map
matches
blanket
wet ones
trash bags
extra set of van keys
small paper bags

This article is adapted from a handout prepared by Colorado Center Directors. Reprinted with permission from Children's World Staff Newsletter, June 1986.

DEVELOPMENTAL NOTES

CREATING ENVIRONMENTS FOR SCHOOL-AGERS:
FOR OLDER (PRE-ADOLESCENT) KIDS

OLDER KIDS: THEIR OWN PLACE

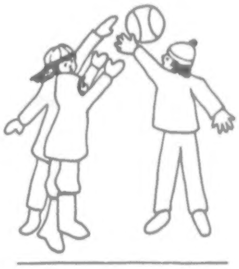
by Linda Sisson

When children are nine or so, they enjoy a much wider "range" in their own neighborhoods being allowed to go greater distances, selecting their playmates from a wider neighborhood, and being allowed more freedom to play without direct adult supervision. By the time children are in fourth grade, many of them have been in a school-age child care program for over four years. Most have been in child care much longer than that. These kids need to be allowed much more flexibility, more opportunities for privacy, and access to age-appropriate activities.

The environment sets the tone for your whole program. How well you utilize the space available to you can make the difference between kids who feel they are being "incarcerated" and kids who enjoy all the opportunities that being in a good school-age program can provide.

ELEMENTS YOU NEED FOR AN OLDER KIDS ENVIRONMENT:

ACTIVE PLAY AREA FOR ORGANIZED SPORTS. Indoors, the ideal is a gym; an open space outdoors serves well in good weather.



A MESSY AREA WITH LOTS OF STORAGE SHELVES FOR ARTS AND CRAFTS. Kids this age love to create their own constructions out of JUNK. The trick is having a space where the junk can be stored and messy projects can be tolerated. They also enjoy crafts such as stencil painting, mosaics, weaving, macrame, that are much more difficult than those the primary children can handle. Don't forget to give these kids opportunity to use very basic (and often stress-reducing) plastic materials like playdough, glurch, and clay, and expressive art media like water colors and easel paints.

A COMFORTABLE LOUNGE OR GAME ROOM. Couches, pillows, chairs, card tables for games and puzzles, plants, bumper pool, foosball, PETS, a STEREO, carpeting. "Dry" arts and crafts such as pencils, markers, knitting, crochet, lanyard, weaving, etc. fit well in this relaxed atmosphere.

A QUIET PLACE FOR READING AND DOING HOMEWORK. Good lighting, sound absorbing carpeting, book shelves and some individual tables or desks. Maps and reference books (dictionary, encyclopedias) come in handy in this space. This is where kids could also use a computer or two!

A PLACE TO COOK. This "kitchen" can double as a science lab!

STORAGE, STORAGE, STORAGE. You can never have enough of this! You need to have a good supply of easy access to: athletic equipment, arts and crafts supplies, snack foods and ingredients for cooking, games, puzzles, and books.

A COMMUNICATION CENTER FOR KIDS AND FOR PARENTS. A very current and zippy bulletin board, a message box for staff, mail pouches for parents, etc. This is where we have parents sign kids in and out, where we have the kids indicate their whereabouts by putting a tag in their parents' mail pouch (the tag says "Front Lawn", "Concord Gym", "Study Room", "Lounge", etc.).

THE WHOLE COMMUNITY! Kids this age are very mobile, so you can branch out into the community much more easily. As I'm writing this article on a Christmas vacation day, our "Wise Guys" (kids in grades 4-6) are at a local pancake house (about a mile away) where they walked to have an "all you can eat" pancake breakfast together.

OLDER KIDS (con't. from p.28)

After reading this list of "musts" no doubt most of you are saying, "Yeah, that would be great, but we just don't have all that space." The total square footage you need depends of course on the number of children in your intermediate program, but any environment for any sized group needs to have all elements above. Focus on the GOAL and not the obstacles you face in making your environment appropriate for older kids.

Here are a few ideas that might help you generate solutions and overcome the obstacles:

For ACTIVE PLAY: since our program is in Minnesota, this is a big one for us! We do not have access to a gym in our building so we: 1. have outdoor play all year (-20 is our limit!) and 2. we use a gym in an elementary school two blocks away. We have two way Motorola radios so that the staff can communicate even at great distances. That means we can let kids go back and forth between the two buildings if need to.

FOR STORAGE: get someone who is remodelling their kitchen to donate their old cupboards to you. The drawers and cabinets are great for all kinds of storage. Organize a parent crew to build shelves for storage. This can be a great way to improve parent/staff communication, and get parents more commited to the program, as well as a relatively inexpensive way to get storage shelves.

FOR A "KITCHEN": again, old kitchen cupboards, an old refrigerator, a hot plate, electric skillet, and a small convection oven (if you don't have a regular stove). A sink in this area is ideal, but you can carry in buckets of water if there's no plumbing (it helps to have a "clean" water bucket and a "dirty" water bucket.)

FOR A "STUDY HALL": if you don't have a separate space for homework, perhaps you can designate a specific time when your room is quiet to allow kids to do homework (such as 5:00 to 5:45 pm), read or play games like chess that require a lot of concentration.

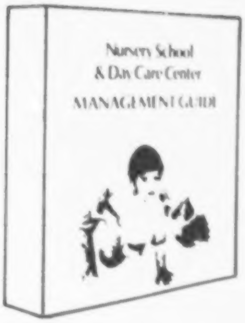
THE "LOUNGE": this is the heart of the environment for older kids. When I asked some of our "Wise Guys" what three things they'd save from their lounge if there was a fire, four out six named their pet mouse Dixie and the stereo. The Bumper pool table and couch each got two votes and three of the kids mentioned table games (the good ones of course!). A program near us got some old resturants booths for an area where the kids can "hang out".

If you have only a few older children in your program and are not able to design a separate environment for them, it is still important for them to have privileges distinctly different from the younger kids (such as the ability to go outside and play in a designated area without an adult). They also must have some space, no matter how small, that is theirs, and enough advanced games and crafts to keep them challenged.

NOTA BENE: With increased privileges and mobility, it is important that the older kids know clearly what their limits are. We give our "Wise Guys" a map that defines their "turf", and clearly indicates what areas are "off limits".

Linda Sisson is Director of the Edina Kids Club in Edina, MN

******NEW BOOKS******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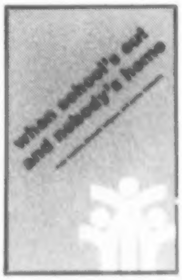
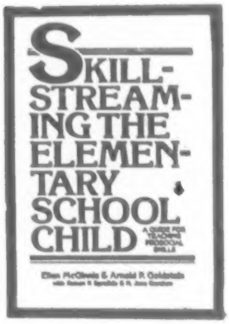
A guide to the issue of latchkey children including reasons, effects, risks and alternatives. Published by The National Committee for the Prevention of Child Abuse.


when school's out and nobody's home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Ellen McGinnis & Arnold P. Goldstein

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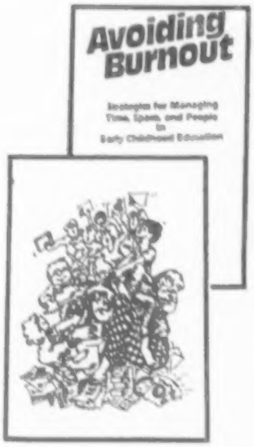
Avoiding Burnout
Strategies for Managing Time, Space, and People in Early Childhood Education

AVOIDING BURNOUT (in Early Childhood Education)14.95
A fantastic self-help book for directors and teachers. More exciting than it sounds, the three main areas covered are time management, restructuring space in a day care center and managing people.

TO ORDER SEE P. 31

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RESOURCES

SACC CONFERENCE

The Lancaster, Pennsylvania YWCA's School-Age Child Care Conference will be held on July 23rd and 24th, 1987. Major issues to be addressed include administration, programming, advocacy, and research. To submit a workshop proposal, interested presenters should submit a brief narrative by April 1st.

Contact: Rhea Starr
YWCA
110 N. Lime St.
Lancaster PA 17602
(717) 393-1735

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RESOURCES

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The second annual national conference on THE POWER OF HUMOR & CREATIVITY will be held April 10-12, 1987 in Saratoga Springs, NY. From the conference brochure: "This conference takes a light look at the serious implications and applications of humor and creativity in everyday life and work. This program will not analyze humor and creativity to death - rather, it will provide a goldmine of practical ideas on how to bring humor and creativity to life. It is designed to be an uplifting experience for you - one that is both light and enlightening. This conference will offer you the gift of self-renewal and a wonderful excuse to celebrate Spring."

Co-sponsored by Russell Sage College and The Humor Project. For more information, contact: Holly Collett
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FEATURE

NUCLEAR WAR: A THREAT SO BIG IT EVEN SCARES ADULTS

by Bonnie Johnson

"We live in an age where the threat of a nuclear war is ever present. Unlike our generation, children today live in the shadow of nuclear annihilation. Remember the Cuban Missile Crisis of 1962? Remember the fear we all experienced; the belief that that could be the end? That crisis lasted only a few days. Our children live with that threat everyday of their lives. They understand the threat that nuclear war poses to their futures and the future of our planet."

Berget Jelinch

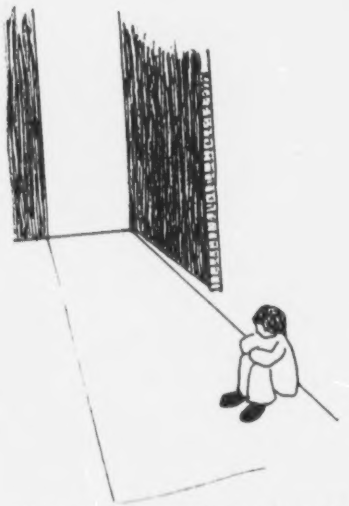
School-agers, like everyone else, have their own share of fears. According to the research work of Hazinski and Valasco-Whitsell (see chart), the major fears of school-agers are:

LOSS OF CONTROL BODILY INJURY DEATH

INABILITY TO MEET EXPECTATIONS OF SIGNIFICANT OTHERS

NUCLEAR WAR

SIXTY-FIVE PER CENT of 1000 eight to seventeen year olds indicated, in a recent Roper poll, being very concerned about nuclear war. Kidnapping and AIDS were the other top concerns. (USA Today, 3/11/87).



"It is scary to think of the world being destroyed and nothing is left."

In the past few years, more and more parents and professionals working with kids have been concerned about children's fears related to the threat of nuclear war.

As reported in a UPI newspaper article, researchers testified before a Congressional House Select Committee on Children, Youth, and Families "that studies show children and adolescents have grown increasingly worried about nuclear war in the past eight years". An eleven year old girl from Iowa told the Committee: "It is scary to think about the world being destroyed and nothing is left."

NUCLEAR WAR: *(con't from p.1)*

So, kids are scared - scared that nothing will be left of the world. According to Jelinch, "When kids hear and understand the horrible destructive capacity of our present arsenal of nuclear weapons and at the same time they hear adults talk about security and safety with increasing weaponry, they experience the schizoid quality of society. They do not understand the contradiction."

Another issue is that many fears of children can be handled confidently by adults. For example, when a child is afraid of water, most adults can take action one, by being a good model of playing and swimming in the water, unafraid and confident, and two, by allowing the child to play with water as they feel safe: in the sink; with a large bucket; with a hose; in the shallow end; holding a friend's hand; up to their waist--gradually becoming more and more confident. But a nuclear threat conjures up our own "pits in the stomach" fears and helplessness. We feel lost as to what real difference our actions can make. This helplessness/hopelessness only reinforces kids' fears.

But nuclear threat is real--it is possible that our world will be blown apart by our nuclear weapon arsenal. We cannot offer soothing reassurances that all is well; we cannot provide safe opportunites to experience nuclear war little by little as we can with a fear of water.

WHAT CAN WE DO?

FACE OUR OWN ADULT FEARS

Jelinch recommends that we do this by first admitting our feelings of fear, despair, and powerlessness. Then she recommends we educate ourselves with the reality of the nuclear arms situation.

"...We must face what is happening; what we already know somewhere in our being, but ignore because it is too frightening. This willingness to become aware takes courage."

TAKE ACTION

This could be as simple as writing letters to the President of the U.S. and to local Congresspersons. The kids can express their feelings about the threat of nuclear war and their ideas on peaceful resolutions.

or

Invite a member of your local organization for nuclear arms freeze to present a short program for the kids.

or

Put together a newspaper or parent newsletter with facts about nuclear arms.

PROMOTE PEACE

Create an environment where the idea of peace is explored and experienced. Many programs already do this by:
(1) forbidding any guns or warlike toys as well as imaginary war play;
(2) promoting cooperative attitudes and actions through games, activities, and adult modeling; and
(3) caring for the environment (recycling efforts, Adopt an Endangered Animal, gentle treatment of plants and trees).

(Jelinch reports a connection between "our tolerance for the arms race" and our estrangement from our environment.)

Other options for promoting peace in your program are:

* HAVE PEACE MATERIALS - books, art, photos, music - available and visible.

Peter's Chair by E.J. Keats and The Story of Ferdinand by M. Lead are two examples of children's books. Try having the kids create their own peace pictures, using paints, photos, collages, etc. Display on the walls.

* TELL REAL STORIES with peace makers as the heroes.

Last years' peace march across the United States to Washington,D.C., is a story every child needs to know about. Did anyone in your town participate in it? How close did it come to your town? Why

(con't from p.2)

did people participate? Were the people courageous? What sacrifices did they make? Why? What kind of people participated? Were they young? Old? Educated? Poor? Rich? Find out the answers to these questions and weave a story that will enable school-agers to know that adults are both concerned about and actively tackling the nuclear arms threat.

DISCUSS FEARS:

Allow school-agers to voice their concern about nuclear war. Share yours. By allowing kids to express their fears, you help them to feel more in control and less overwhelmed. (See the SAN May/June 1985 issue for concrete ways to help school-agers cope with their fears.)

Although the threat of nuclear war is a complex problem that frightens adults and kids, we can be assured that we can act so that our fears are reduced and peace, not war, is promoted.

REFERENCES AND RESOURCES

"How to Teach Peace to Children"
by J.L. Peachey, Herald Press,
Scottsdale, PA 1981

THE FEARS OF CHILDHOOD
by E.P. Sarafino,
Human Sciences Press, Inc.,
72 Fifth Ave, NY, NY, 10011, 1986

A MANUAL ON NONVIOLENCE AND CHILDREN, compiled and edited by S. Judson, New Society Publishers, 4722 Baltimore Ave., Philadelphia, PA 19143

WATERMELONS NOT WAR! A Support Book for Parenting in the Nuclear Age by K. Cloud, et al., New Society Publishers

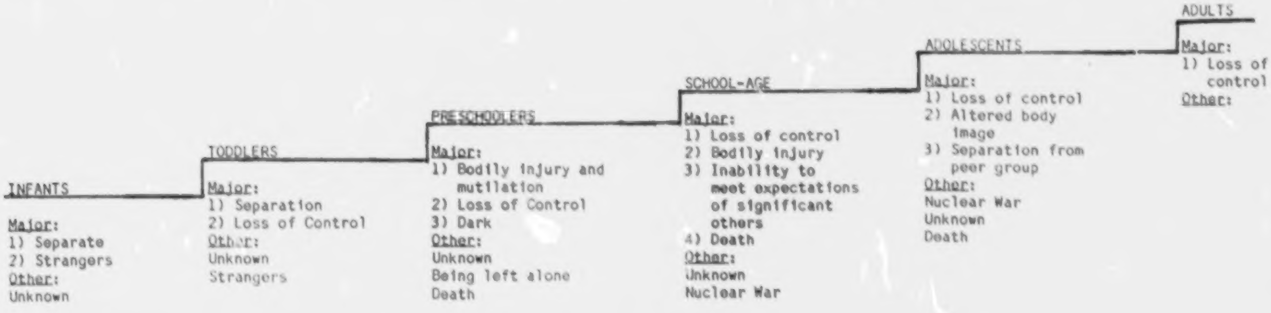
"Living in Nuclear Age: The Psychological Effect on Children" by B.B. Jelinch INFANTS TO TEENS May/June 1985

"Teaching Young Children in a Nuclear Age " by A. Carlson-Paige and D.E. Levin, CHILD CARE NEWS, Cambridge, MA July 1984

BOOKS FOR KIDS

A TOAD FOR TUESDAY by R E Erickson.
THE ELEPHANT WHO COULDN'T FORGET by F McNulty.
THE HATING BOOK by C S Zolotow.
HERBIE'S TROUBLES by C Chapman.
IN SEARCH OF PEACE by R S Feuerlicht.
THE LITTLE BRUTE FAMILY by R Hoban.
MY FRIEND THE MONSTER by R Bulla.
PEACE BE WITH YOU by C Lehn.
THE PINKISH, PURPLISH, BLUISH EGG by B Peet.
Check your local library or bookstore.

DEVELOPMENT OF FEAR IN CHILDREN*


INFANTS
Major:
1) Separate
2) Strangers
Other:
Unknown
TODDLERS
Major:
1) Separation
2) Loss of Control
Other:
Unknown
Strangers
PRESCHOOLERS
Major:
1) Bodily injury and mutilation
2) Loss of Control
3) Dark
Other:
Unknown
Being left alone
Death
SCHOOL-AGE
Major:
1) Loss of control
2) Bodily injury
3) Inability to meet expectations of significant others
4) Death
Other:
Unknown
Nuclear War
ADOLESCENTS
Major:
1) Loss of control
2) Altered body image
3) Separation from peer group
Other:
Nuclear War
Unknown
Death
ADULTS
Major:
1) Loss of control
Other:

* Developed from work by M. F. Hazinski and Dr. Martha Velasco-Whetsell at University of South Carolina, Columbia, SC. Reprinted with permission from Dr. Sandy Robinson of USC.

ACTIVITIES

AN INTRO TO WORLD OF BLINDNESS

Although most of us may not know many persons who are totally blind, we do know many kids and seniors who have greatly limited vision. Introduce kids to the world of the visually handicapped in order to expand their knowledge and their understanding.

* Invite handicapped persons to share their life experiences with the kids. Part of this sharing could include:
  1) how they are able to navigate - move from one place to another - without bumping into everything;
  2) props which make life easier: seeing eye dogs, braille, walking stick, talking books, and etc;
  3) ways people can help: state your name when approaching a visually handicapped person; ask if help is needed. (Don't assume they are helpless); talk in a normal voice volume. Visually handicapped persons can hear: No need to shout!

* Explore how your program would need to change for a visually handicapped school-ager to join your program.

* Discuss how their lives would change or not change if their vision was severely limited.

See CURRICULUM CORNER on p. 9 for activity ideas related to this topic.

RESOURCE: "When you HAVE A VISUALLY HANDICAPPED CHILD in your classroom: Suggestions for teachers" by Corn & Martinez. Available from the:
American Foundation for the Blind
15 West 16th St
New York, NY 10011

GRASP THE INVISIBLE

Some things in this world exist but can't be seen with the naked eye. AIR is something we can't see, but we can attest to its existence. Here's an activity that helps "see" air.

MATERIALS NEEDED:

Clean, dry, empty soda bottle
Deflated balloon

WHAT TO DO:

1) Attach mouth of balloon to the mouth of the bottle with the balloon on the inside of the bottle.

2) Have kids try to blow up the balloon.

3) Talk about why they cannot blow up the balloon no matter how hard they try. What is resisting the balloon so it cannot expand? Answer: Air.

SAVE $ SAVE $ SAVE $ SAVE $

ORDER NOW AND SAVE!

Because of our ongoing efforts to provide an affordable resource to professionals working on low budgets, we have kept the SAN newsletter the same low price for the past FOUR years.

Due to continuing publication cost increases, we must make these price adjustments:

Effective July 1, 1987

HALF A CHILDHOOD: Time for School-Age Child Care. Price increase from $10.95 to $12.95.

Effective Sept. 1, 1987

School Age NOTES newsletter, 6 issues/yr. Price increase from $12.95 to $14.95.

CONFLICT RESOLUTION

RULES ARE THE QUESTION

by Alison Jamar

Rules and discipline are to school-agers like peanut butter and jelly are to two slices of bread: a perfect combination!

Therefore, when talking about discipline, as individuals and as a staff, ask yourselves these questions:

1) Are the rules for the children consistent among all the staff members? Do all the staff know and agree with the rules for the children?

2) Are the rules for the kids or for the staff? Both are important but sometimes with a little creativity you can come up with rules that are satisfactory for both the children and the staff.

3) Do you have legitimate reasons for the rules that you can explain to the kids? If you don't, take a look at the rule and see if it is necessary.

4) Do you clearly relate to the child that it is their behavior you dislike and not the child? It is inappropriate to say to a child, "I don't like you right now." Instead describe the specific behavior you dislike.

5) Are your consequences for unacceptable behavior related to the behavior? If a child is throwing food around at snack, a related consequence would be to have the child pick up after snack for a few days. An unrelated consequence would be to put the child in time out.

Next, examine the four areas in which discipline problems often occur.

Children who do not know the rules.

Always do your best to familiarize all the children with all the rules. Explain even the most obvious rules and the reasons why. Have a written, posted list of rules for each area in the program as a reminder to the staff and kids.

Children who break rules the first time.

The child knows the rules but tries breaking one any way. This is a time to re-explain and discuss the rule. Be sure to ask the child questions about the situation so that they can use their thinking process to better understand the rule.

Children who consistently break rules.

The child knows the rule and you have taken time to discuss it but they keep on breaking it. Now you need to think up some good consequences to use when this behavior occurs. When you decide on the consequence, be sure that the other staff are aware of it. In fact, it is best to decide ahead of time, as a staff and with the schoolagers, what the consequences to broken rules are.

Children who are a discipline problem.

These children often seem to be looking for rules to break. They demand your constant attention. I think attention is the key. Try setting up a behavior chart with the child. Talk to them about the behaviors and set it up where they can privately check on their own progress. This gives both you and the child a chance to focus on their positive behavior. Make the parents aware that you are having difficulties and that you want to work together to help the child fit in better with the group.

Most of all, make sure that all the kids know that you like them and that you respect them. Make it a point to spend positive time with each child especially the kids who are the biggest challenge.

<><> Alison Jamar is Assistant Director of the KID'S CLUB in Edina, MN.

DIRECTOR'S CORNER

1400!! ATTEND SCHOOL-AGE CONFERENCE

On February 7, 1987, 1400 school-age child care and recreation professionals attended the Fifth Annual California School-Age Consortium Conference. Not only was this the LARGEST School-Age Conference ever, but it also included speakers from top level legislative and mayoral ranks. This certainly reflects a powerful alliance between front line workers and the political community.

We are pleased to include article contributions by three CSAC presentors in this issue. Our thanks to Jim Therrell, Joan Abbot, and Kathryn Stewart. Storytelling by Gay Ducey and a follow-up article by Jim Therrell will appear in the next issue.

MISSED ANY ISSUES?

During the past six months, "non-deliveries" of third class mail have increased. If any of your issues of School Age NOTES have been kidnapped, please let us know. We shall gladly send you the missing issue by FIRST CLASS MAIL.

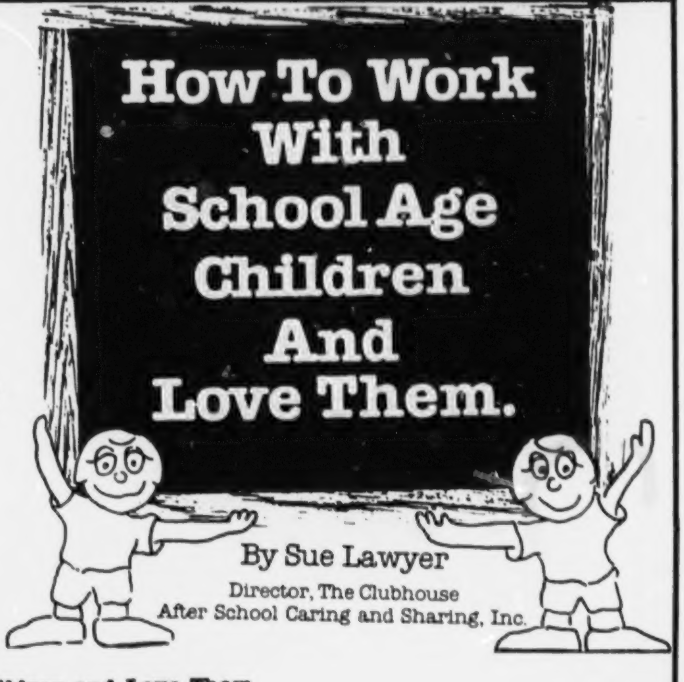
BLANK PAGES in your Special March/April issue?

No! Blank pages were not how we planned to expand our special 32-page edition. We've received word of blank pages in the March/April issue. If you have received one of our "special" special issues, please let us know so we can promptly send you a replacement copy.

You Could Spend Years Learning This Wealth of Practical Knowledge.

"A highly readable book, it provides direction and guidance in an objective, straight-from-the-shoulder style that can be adapted for any school age program. We have used it as our basic training tool for counselors at our summer day camp for the past three years."
—**Carol Sherman,** Director, Ave Maria House, St. Francis Hospital

"Children who have been in school all day need care that is 'living normally'.
"But still there needs to be somebody to report to . . . These children have a great need for supervision, a firm hand, somebody who knows where they are every minute . . . There are a few places like that. One, in Oklahoma, (is) called The Clubhouse."
—**Gertrude Hoffman,** "The Dean of Day Care" recently retired from the Federal Administration for Public Services, quoted in **Day Care and Early Education,** Spring, 1980


How To Work With School Age Children And Love Them.

By Sue Lawyer
Director, The Clubhouse
After School Caring and Sharing, Inc.

The Clubhouse
1906 S. Boston Ave.
Tulsa, Oklahoma 74119
(918) 582-5599

Yes! I want to know **How To Work With School Age Children and Love Them** in time For Summer. Enclosed is $16.95, plus $2.50 for shipping and handling, for each copy I order.

ACTIVITIES

SKILLS & KIDS

developed by McNeily Day Home in Nashville, TN

Wondering if you are providing developmentally appropriate activities? Or, have you been concerned about a particular child's skills? Use this checklist to evaluate both individual skills and the availability of skill-building activities in your program.

GROSS MOTOR ACTIVITIES

___ Jumps rope with ease
___ Runs gracefully ___ Roller-skates
___ Skips with a consistent flow
___ Throws a small 4" ball with ease
___ Catches a small ball with some skill
___ Throws a medium 8" ball with ease
___ Catches medium ball with some skill
___ Can "bat" to some degree
___ Hop Scotch with some skill
___ Has some tumbling skills
___ Wrestles on a one to one
___ Has a good sense of rhythm
___ Enjoys dancing and movement to music
___ Kicks a 8" ball with some accuracy

FINE MOTOR ACTIVITIES

Arts

___ Painting ___ Drawing
___ Cutting and gluing
___ Collage Making ___ Rubbings
___ Box sculpture ___ Printing
___ Sand Casting ___ Clay

Sewing, weaving, and knitting

___ Dye cloth or yarn; tie-dying
___ Knit a variety of items: scarves, doll sweaters, ties, belts, arm bands and head bands.
___ Embroidery stitches for hand sewing
___ Pot holders - weaving
___ Burlap wall hangers
___ Macrame--plant hangers
___ Gods eyes ___ Hand puppets
___ Sew curtains, purses, handkerchiefs, laundry bags, pillows
___ Sew and stuff sit-upons
___ Patchwork quilts ___ Crochet

Building and Construction

___ Putting together a variety of types of materials to make a product: Kazoos, insect cages, models
___ Building with scrap wood: hammering, sawing, drilling
___ Designing & building a tree house
___ Repairing piece of equipment: fence, benches, sandboxes
___ Legos ___ Tinker toys
___ Unit blocks ___ Erector Sets
___ Popsicle Sticks ___ Soap Box Cars

Others

___ Archery ___ Table Tennis
___ Billiards

GROUP ACTIVITIES

___ Playing School
___ Goes on field trips
___ Dramatic play
___ Hide-go-seek ___ Kick-the-can
___ Organized clubs of other sports
___ Plays table games
Monopoly Checkers
Concentration Card games
Battleship Jacks

TEAM SPORTS

___ Hockey ___ Baseball ___ Basketball
___ Soccer ___ Football ___ Kickball
___ Relay Games ___ Tug-of-wars

DEVELOPING REAL-LIFE SKILLS

___ Collating and other office work
___ Setting tables for lunch
___ Cleaning up the grounds and building
___ Cooking ___ Sewing to make a profit
___ Raising money projects: bake sales, plant sales, craft sales
___ Planting a garden
___ Assisting with younger children
___ Plan with staff special activities

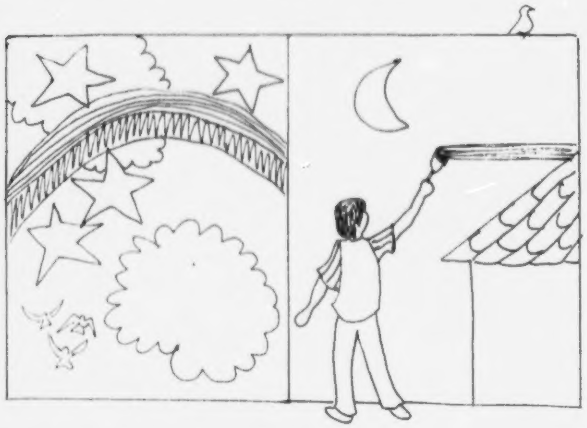
ACTIVITIES

SCHOOL-AGE NEIGHBORHOOD EXPLORATION

When making plans for summer community trips, consider the advantages of staying in the program's "back yard": Close by, no transportation needed, cheap, can have repeat experiences, provides continuity to observations.

Have fun!

- * Mapping--deciding routes. Make grid map, 3 dimensional maps.
- * Take theme walks--trees, building materials, sanitation facilities...
- * Mark a "points of interest trail".
- * Create a nature trail.
- * Interview residents--old ones, new ones, choose your own questions.
- * Interview businesses: street workers, grocers, bakers...
- * Make rubbings of items of interest (crayon over paper).
- * Explore history of neighborhood. Contact historical society.
- * Make a neighborhood garden.
- * Neighborhood activities: caring for street trees, can connect this with science, art, ecology.



- * Make a street mural.
- * Clean up your environment!
- * Tie in with neighborhood facilities.
- * Rivers, bridges, parks, cemeteries.
- * Invite speakers.
- * Start a neighborhood survey. Find out what is there. Make a mural of it. Make a model of it. Use it for information, activities, variety to your program.

<>≺> by Susan Antenen, School-Age Coordinator, Wave Hill, NYC. From the TIME TO SHARE newsletter of Anne Arundel County Health Dept in Annapolis, MD.

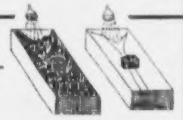
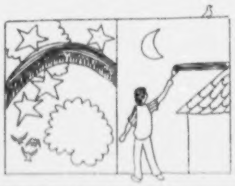
OUTDOOR SCAVENGER HUNT

Give each kid a paper sack, a copy of this list and a time limit. Encourage kids to work together so everyone can find everything on the list. Another option is to work in pairs or trios.

1) Something from a tree
2) A small twig
3) Something alive
4) A blooming weed
5) A rough piece of trash
6) A dead leaf
7) A flower
8) Something pretty
9) A seed
10) A feather
11) A smooth stone
12) Something you can hold in the palm of your hand
13) Something yellow
14) Something red
15) Something you can eat

Thanks to Joan Abbott of Orange Unified School District Child Care Program in CA for this idea.

CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
DARK	Create a dark room and do shadow and flashlight play.	Take a trip to a local cave where no natural light enters.	Make a list or a book of fun things to do in the dark: catch fireflies, watch a movie, look at the stars.	Investigate what plant, animal, and sea life thrive in the dark: moss, owls, eels.	Create pictures out of fluorescent stickers so that picture can be visualized in the dark.
ACTIVE	Turtle Tag: Two kids are IT. They try to tag the other kids, turning them into turtles. Turtles must run in place with both hands on the ground. Other kids set turtles FREE by sliding under bellies[1]	DAPPLING IN DANCE (See p.13)	JUMP THE BROOK (See p.11)	THE GAME GAME from: THE OUTRAGEOUS OUTDOOR GAMES BOOK	LET'S PLAY KICKBALL (See p. 10 for new ideas on this age-old game)
BLINDNESS	AN INTRO TO THE WORLD OF BLINDNESS (See p. 4)	"GRASP THE INVISIBLE" (See p. 4)	Have all the kids wear blindfolds and move around in your program space. Discuss feelings.	Make a talking book or letter for a blind or limited-vision friend. Visit the talking book program at your local library.	Do ordinary stuff wearing a blindfold: eat a snack, "watch a movie", work with clay, write a letter, play with legos. Keep a journal of what it was like.
AMAZING DAYS	MAKE A BOOK OF NONSENSE (See p. 12)	POTATO PRINTING (See p. 12)	FAHRENHEIT EXPERIMENTS (See p. 12)	SOIL  CONSERVATION PROJECT (see p. 13)	RECYCLING (See p. 13)
HUNTS	OUTDOOR SCAVENGER HUNT (See p. 8)	Lucky Wrapper. Divide into teams of 2-3 kids. Each team that collects 10 junk food wrappers receives a reward. Any team that finds unusual brand - you name it - gets a bonus.	Rainy Day. Magazine pictures Find 26 pictures, one for each letter in the alphabet. Make an alphabet collage.	Sticker Hunt. Hide a variety of stickers throughout your program space. Give kids 15 minutes to collect as many as they can.	Microbes Search. Contact city water dept, Soil Conservation Dept Wash., DC 20250. Local garden club audobon society to learn about water pollution.[2]
TRIPS	Plan an imaginary trip: how will you travel, how much will it cost? What clothes will you take? What's the weather like? What special things can you do there?	Create a Street Mural 	Make a crayon rubbing of object of interest in your neighborhood.	Make a gigantic map of your area: include special points of interest, where kids live, favorite ice cream store.	Explore the history of your neighborhood. Contact the historical society. Interview long-time residents. Visit the mayor. (See p. 8)

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1. from Christine Lake, PE teacher in Jackson Western Middle School, MI, PREVENTION, Oct '84.
2. from DOING IS FUN. See p.13 for complete resource.

TRAINING TIPS

PLAY LEADERSSHIP: Do You Have a M.A.P.?

by Jim Therrell

Parents and caregivers are now opening their eyes to the many attitudes, values and skills that kids learn through play: self-identity and self-esteem; cooperation, sharing, taking turns, patience, teamwork and friendship; and creativity, self-expression and positive feelings. They also learn how to cope with individual differences as well as frustration.

The greater the FUN element in play (which is the primary function of effective play leadership), the more kids will explore all its potential. Beyond providing safety measures and enthusiasm, few caregivers demonstrate a clear idea of how to effectively lead a game or play session. Witness the following remarks:

"It seems like the kids get easily bored when we play, so I need some method or plan for maintaining a higher level of interest."

"Some of the kids don't get a chance to play as much or as well as the kids who have advanced skills."

"I'm not really sure what to do to make a game go better."

Many play/game leaders are not trained in the "How To's" or process of play leadership. Any leader whose patience becomes exhausted every ten minutes will attest: just knowing the rules or exerting authority is not enough. So here's a M.A.P. to start you on the road to better FUNdamentals in play leadership.

M.A.P.: Maximum Activity Plan

Implementing a Maximum Activity Plan leads to greater participation per person and more positive play experiences for both children and staff. (Another way to remember this principle is the acronym MAPS: Maximum Activity Per Student.)

The three main methods for fostering a MAP include: Game Selection, Smaller Groups, and Rule Innovations.

Game Selection: Any game can incorporate a MAP, but it's easier and more expeditious to choose games that already have a built-in MAP. Traditional games, like basketball and soccer, already have a good MAP (and can be made even better with smaller groups and some rule innovations!). Most parachute games or New Games are also good examples of a built-in MAP.

On the otherhand, softball or kickball, under normal rules do not incorporate a good MAP. Too many kids are standing around for too long in low, uninvolved activity. So how can your staff transform games into higher activity for everyone?

Smaller Groups: This one is simple, yet so often is overlooked by staff. If you have fifteen kids for kickball, why not divide teams into three groups of five?! The funnest part of the game is a turn to kick the ball. With smaller teams, when a team is up to kick, each child waits less time for their turn. Which leads to. . .

Rule Innovations: For the most part, rule innovations should be aimed at increasing every child's participation.

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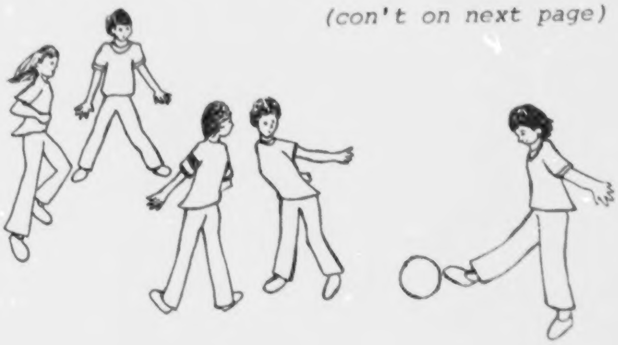


PLAY LEADERSSHIP: *(con't from p. 10)*

So in our kickball example, let's try a rule that says, "Everyone has a turn to kick each time the team is up, and it doesn't matter whether the team makes 5 outs or no outs." In other words, 5 at-kicks, period, see how many runs you can score, then back out to field. Now you've also created more movement/running by having more teams come to kick, and by limiting the number of kickers per time at-kick, fewer kids are standing for less time. You've also insured that each player has a turn each time up (remember being last in the order and not getting a turn until the third inning--then recess was over?!)

Other rule innovations for increasing participation might include: "Different pitcher each change of team at-kick" so that all kids may eventually have a chance to pitch; or "Two foul balls is an out" in order to encourage keeping the ball in play, and so that the game flows without too much interruption. Or, in dodgeball or other similiar games, never eliminate anyone. At the least have a player simply change to the other side or assume a different role, but never to go out of the game!

Other ancillary, yet important ways for developing a MAP include: adding a fantasy to the game thereby making it a richer play experience through greater mental involvement; insuring game safety and control, providing boundaries for behavior, and planning appropriate sequencing and smooth transitions between games so that play is allowed to flow without long interruptions. Obviously, these concepts also demand further elaboration.*

Having a MAP is a start. The players will derive greater skills and satisfaction from their games because they are participating daily in a more positive way. Giving a MAP to your staff provides them with one of the most effective tools (besides enthusiam and safety skills) for increasing the quality and power of play experiences.

* Look for more articles about PLAY LEADERSHIP by Jim Therrell in future issues of SAN. Jim is also available for PLAY LEADERSHIP workshops. For more information, contact him at: LET'S PLAY, 440 Filbert St, Half Moon Bay, CA 94019 415-726-0292.

ACTIVITIES

JUMP THE BROOK

MATERIALS NEEDED:

Chalk, tape, or any material to use as marking line

WHAT TO DO:

1) Mark off a space several feet wide. This is the BROOK. Make it wider at some points than others.

2) Let kids run and try to jump over it at whatever width they are *comfortable.

3) If kids "get their feet wet", they must "swim" - lie on abdomen on floor, moving arms and legs - to get to the lower pool where they can climb out and try again to JUMP THE BROOK.

4) FOR ADDED CHALLENGE, have the kids try jumping the brook blind folded, holding their hands behind, linked at the elbow to another kid, backwards, or carrying a picnic basket.

5) When kids have exhausted their energy and desire for this activity, spread a blanket on the floor and have an indoor picnic.

* Adapted from INDOOR & OUTDOOR GAMES by W. Bentley. David S. Lake, Publishers.

ACTIVITIES

AMAZING DAYS
How To Use To Your Advantage

by Rachel Harris

With something fun to do or celebrate for each day of the year, AMAZING DAYS by Randy Harelson, is a book full of idea-starters for simple activities and full blown projects. Because AMAZING DAYS is written for kids, adults might easily dismiss it. DON'T!! With a little imagination, you can use this book for every day programming and as a resource for parents.

Try the following suggestions; then create your own, for lots of amazing days!

* Make a giant CALENDAR bulletin board or poster for the month. Write in the celebrations for each day. Watch as the kids look forward to seeing what's the special idea for the day. Use the stickers in the back of the book in conjunction with this calendar.

* Plan a "special" week or month. Choose one day's activities to plan for a special week or for the whole month. Most activities are appropriate for small groups; some require modification.

* Help keep parents informed. Make copies of the Activity Calendars to give to parents. Consider including weekend activities as part of the calendar.

* Expand the daily suggestions by asking these questions?:

What cooking, art, music, woodworking, or science activity would go with this? What about a game? field trip? story? movie? guest "expert"? ?

Sample Calendar Ideas, from AMAZING DAYS, follow on this page and p. 13.

May 12 Limerick Day --Edward Lear's Birthday. He published a book of rhymes: A Book of Nonsense.

MATERIALS NEEDED:

- Limmerick book (optional, from the library)
- Paper
- Crayons
- pencils
- Staplers

WHAT TO DO:

- Make your own Book of Nonsense.
- Copy limericks you like and make up your own. A limerick has five lines--the first two rhyme, the last two rhyme, and the fifth rhymes with the first two.

May 13 Homage to the Prints Day - America's first practical printing press was patented.

MATERIALS NEEDED:

- potatoes, cut about 1 1/2 inches thick
- dinner knives
- tempera paint and dish
- paper
- paper towels

WHAT TO DO:

1) Cut potato slices into simple slices
2) Make a paint pad by soaking several layers of paper towels in a dish full of paint
3) Press potato into pad and print on paper

May 14 Fahrenheit Day - Gabriel Fahrenheit's birthday. He created the fahrenheit temperature scale.

MATERIALS NEEDED:

- Your choice of different foods
  Try boiled eggs...rice...noodles..gelatin...
  ice cubes...juice cubes...slushes...ice cream
- Cooking thermometer

WHAT TO DO:

Have a cooking project, testing for the boiling point (212 F) and for freezing point (32 F) of different foods as they are prepared. Use the thermometer to show both the boiling and freezing point. Experiment with different quantities. Do different foods and different quantities take longer to boil? freeze? Why? What about different days: does it take longer for water to boil (or freeze) on a rainy or sunny day?

con't on next page

ACTIVITIES

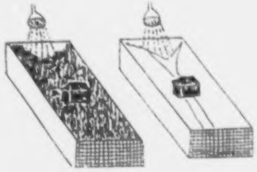
AMAZING DAYS *(con't from p.12)*

June 5th World Environment Day - Proclaimed in 1972 by the United Nations at the Conference on the Human Environment, this day is designed to increase our awareness of the need to take care of our planet.

* Soil Conservation Demonstration *

MATERIALS NEEDED:

* 2 boxes 8" X 12" long X 6" deep
* paste * scissors
* cardboard * shellac
* green and black paint
* screening * grass seed
* dirt * watering can



WHAT TO DO:

1) Fill boxes with dirt
2) Shape mountains and hills in corners and sides. Create a valley down the middle of both boxes.
3) Make houses and trees out of cardboard or wooden blocks. Paint as desired.
4) Place houses and trees in valley in each box.
5) Plant grass seed in one box. Leave other bare.
6) Let grass grow for about two weeks. Water as directed on grass seed bag.
7) After 2 weeks, clip grass near trees and house.
8) Water each box lightly. Watch the run off.
9) Dirt box will have quick, very muddy run off. Compare the amount of water and soil lost from each box. What makes the difference?

• *from DOING IS FUN by Miller and Rockefeller, GARDEN CLUB OF AMERICA, 598 Madison Ave, New York, NY 10022*

June 6th Recycling Day

Recycling efforts fit so well into a World Environment Day theme that you might consider a month of events connected with this theme.

Recycling experiences can revolve around finding out what things already are recycled. For example, paper--Unicef cards, as well as other card companies and many business use recycled paper for their product or for their stationary. Check the back of greeting cards to see if recycled paper is used. Raise the question, "What does recycling paper do to help our environment?" Answer: "It saves trees from destruction; paper is made from trees." Question: "How do trees help our environment?" One answer: "Remember the soil conservation project." Other examples of recycling are clothes (sharing with friends, passing on to younger family members or friends, giving to Goodwill, etc.), glass (used empty glass containers can be recycled and made into new glass containers), and aluminum (save those soft drink cans!)

Visit a recycling collection site, a recycling plant, and a manufacturing plant that uses recycling materials.

Need a new soccer ball or trampoline?

Choose recycling as an ongoing money-making effort for your program. Getting board members, parents and kids involved in collecting aluminum products for recycling can result in the money to buy new play equipment. See p. 16 for FREE recycling resources.

DABBLING IN DANCE

Teaching dance to kids is quite easy and so much fun! And, you don't have to be a dancer.to help school-agers have exciting dance experiences. Plus, it promotes body & spacial awareness and coordination.

Have the kids scatter (about one arms length apart) throughout the room, all facing front. Instruct them to touch the body part you call out. Start calling out body parts that they all know, slowly at first, then get faster. Then, introduce body parts that they may not be as aware of. For older kids make it more challenging by calling out: "Touch your cranium, biceps, scapula, etc."

This also give the added dimension of teaching and reinforcing science information.

After a few rounds of the above activities, introduce some music with a strong beat that they can clap to. After they are clapping to the beat, adapt the chant used in the "body parts" experience to create a dance for the children to do. Next, have them walk while they do the "dance". Before long, the kids will begin making up their own dances.

<><> by Kathryn Stewart, Sunnyvale, CA

ADMINISTRATIVE NOTES

ORGANIZING PUBLIC RELATIONS FOR YOUR PROGRAM

WHO do you want to reach?	WHAT do you want to tell?	HOW can you best tell them?
I. Potential users of your program WORD OF MOUTH - GREAT PR!	A. Services offered B. Location C. Program highlights D. How to get more information	A. FLYERS or BROCHURES distributed thru: Bulk mailings, Local Realtors Elementary School Offices Pediaticians' offices Community centers, libraries Y's, grocery stores Chamber of Commerce Welcome Wagon Personnel departments B. Child care referral agencies C. Local Newspaper D. School PTA & School Newsletters E. Elementary school staffs F. Church Bulletins G. Local pre-school programs H. WORD OF MOUTH
II. People connected with the school district School Board Administrators Teaching Staff PTA	A. Program's philosophy, objectives, services, and content B. How your program enhances the School District C. Financial impact of program on schools D. Qualifications of your staff E. Success of the program	A. BROCHURES distributed to all Administrators and elementary staffs B. SLIDE SHOW (shown at Faculty and School Board and PTA meetings) C. Program NEWSLETTERS (copies for the Faculty Lounges, Principals, Administators, School Board Members, and PTA Presidents) D. Annual Report
III. Current parent users	A. Program's philosophy B. Policies & procedures C. Ongoing activities & special events D. Appeals for help	A. Slide show B. Parent handbook C. Newsletters & bulletin board D. Daily personal contact with the staff E. Special events (potluck suppers)
IV. Other community groups League of Women Voters Lion's Club City Council Churches Senior Citizens Others	A. Need for your program B. Services offered by your program C. Ways your program enhances community D. Quality of program E. Ways the group could help support program	A. Letter of introduction, including a brochure B. Presentation, using slide show D. Newspaper articles E. Joint service projects with group
V. Potential supporters corporations foundations	A. Same as above (How your programs can benefit their employees)	A. Same as above
VI. Other day care agencies and professional ass'ns	A. What interest & needs you share in common B. Program ideas C. Public policy issues affecting child care	A. Exchange of newsletters & materials with other directors C. Visits to other centers D. Directors' support group E. Professional associations (i.e., state AEYC) F. Conferences (attending and presenting)

EDITORIAL NOTE:

Sections I and II appeared in the January/February 1987 issue of SAN. At that time we were not aware of Sections III-VI, or that Linda Sisson was the creator. We wish to thank Linda for letting us know that she is the author and that more material was available!

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RESOURCES

FREE RECYCLING RESOURCES

A new film, "RECYCLING - IT'S NATURE'S WAY" has been produced by Alcoa to help schools and other organizations learn more about the benefits of aluminum can recycling. To borrow a copy of the film, write on your organization's letterhead to: "Recycling--It's Nature's Way", Alcoa Recycling Co., 2770 Alcoa Bldg Pittsburgh, PA 15219.

If your program is interested in starting a recycling project, big or small, obtain a free copy of Alcoa's special recycling guide by writing: RECYCLING GUIDE, Alcoa Recycling Company, Inc., 1501 Alcoa Bldg. Pittsburgh, PA 15219

RESOURCES

BEGINNER'S BIBLIOGRAPHY - 1986

A list of 60 practical and readable materials, which are for parents, teachers, and others who want to learn more about how young children grow and learn is available from:

NAEYC, 1834 Connecticut Ave, NW
Washington, D.C. 20009

If you have a copy of the November/December 1986 of YOUNG CHILDREN, the Beginner's Bibliography is included in that issue.

WILDLIFE RESOURCE

Elsa Echo is an 8-page newsletter, published quarterly, with activities related to wildlife animals. In addition to the newsletter, a teacher page, educational kits, and information on forming an Elsa club are available. (Elsa Club members help and learn about wild animals). Subscription rates: $7.50/year for one newsletter or order a minimum of 10 for $1 each/year.
Write to the Elsa Club: Karen Johnston, Editor, P.O. Box 1613, Santa Maria, CA 93456.

* * *

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FEATURE

STORYTELLING: Anyone Can Do It!

by Gay Ducey

Okay. The field trip is over. The bus is late. Some of the kids are sunburned, and the rest are mad. What do you do? You pull out the most effective and portable of all educational experiences: you tell a story. You are amazed to find that it quiets even the most obstreperous child. Well, you may be surprised, but I am not. I am a professional storyteller, and I see its magic everyday.

Storytelling is the entertainment that teaches, and the school-age program is a natural setting for it. When you put down the book, and simply tell the story you are giving kids more than a good time. Research shows that listening to stories results in better listening skills, as well as improved attention span and imagination. It doesn't hurt language acquisition a bit either. Stories allow children a private world in which to make their own pictures, something which is in short supply in our culture.

There is no mystery about why it works. Long before a literate society began linking learning to books, good teachers were using stories as lessons. Sometimes the lessons were cautionary ones, like Little Red Riding Hood; sometimes they were about heroes and heroines, like King Arthur. But they were always instructive.

School-age caregivers lead lives packed with activities. It may seem onerous to add even one more thing, no matter how valuable. But this is any easy one. You already have the tools necessary to become a storyteller; it only remains for you to apply them. Just about anyone can tell a story. Storytelling is an elastic art form, it expands and contracts to fit each teller. There are those who will only tell a few, and those who will make it an important part of life. Most of the world's tales have been told for so long that they practically tell themselves. All you need is a little patience and little time.

You have a wealth of stories already. You know the old favorites: Goldilocks and the Three Bears, Rumpelstiltskin... that kind. Oh, you may need to refresh your memory a bit, but you will quickly recall them.

STORYTELLING *(con't from p.1)*

So use what you have and tell what you know. Don't worry about the kids knowing the story already. They will, in many cases. But the familiar, the known, has a particular appeal, and knowing the outcome can be the most fun of all. Many picture books are based on old stories, and make good ones to tell. Caps for Sale is one good example. Of course stories are not limited to the picture book crowd. Older youngsters need them, too. You would be dismayed by the number of children who have little knowledge of the stories we take for granted. So tell those classic tales. For the more mature kids, look for stories with adventure or suspense.

Many a good story can come from your own life; kids love to hear about the "olden days", or the time you got in trouble at school. Try to recall some personal or school events that might entertain. How about the time the snake got lost? Of course, you can always rely on your imagination, perhaps the best tool, and create a tale out of thin air.

As you see, there is plenty from which to choose. Now all you have to do is learn some. Remember that storytelling is a folk art form. Storytellers rarely memorize. It doesn't seem to suit most stories, anyhow. Most of us tend to learn new skills a little at a time, with lots of slipping up along the way. Try to get acquainted with your story. (Of course you have only picked a story that you liked.) Read it aloud several times. Concentrate on the plot. . . what happens when. When you have that straight, concentrate on the people in the story, until they are familiar. Now check the story for special rhymes, words, or turns of phrase that appeal. You will want to remember them. Put the book down as soon as you can and tell the story to someone in your own words, preferably the kids. You may feel a little strange without a book. That's normal, and it will pass. You can ease your discomfort and your listeners by confessing that this is a new experience for you. Soon you will be telling with comfort and confidence.

Once there are a few stories you enjoy telling, you can integrate storytelling into your program. Don't be in a hurry.

Prepare the kids before starting a regular story time by talking about it.

Set aside a special time, and symbol. Some providers have a candle which signals stories; others use a musical cue.

Choose the time of day carefully. Children who are tired or hungry are not at their best.

Treat these first experiences as if they were spinach. One bite is enough at first, so don't plan a whole program of stories right away. Your prudence will pay off, for soon you will be able to tell stories for longer that you thought possible.

Here is the hardest part of all: Don't ask your listeners if they learned something. This is not homework. Trust the story and your telling of it. Let the kids take from it what they need.

With a little bit of luck, and application, stories will quickly seem a natural part of your program. You will find so may uses for them. If you are planning a visit to an observatory, you may recall an appropriate star story. When Christmas or Hannukah rolls around, there is always a story that seems to fit. Of course, Halloween is a natural. But mostly, you will tell for pleasure. The pleasure of hearing those compelling stories, and seeing their effect upon the children. Then, you will be glad that you expended the effort, as you reap the benefits of this ancient and timeless art.

Gay Ducey is a professional storyteller in Berkeley, California.

ACTIVITIES

THE SHELL GAME

This game is a variation of "Button, Button, Who's Got The Button?". One child leaves the room. While the child is gone, another kid holds a shell in their hand. All the children put their hands behind their backs. The child, who was out of the room, returns and has three chances to guess who has the shell. If she guesses correctly, she is given the shell as a prize. Kids who end up with shells can use these in other shell activities or can collect to take home.

School-agers love this game because it involves facial control and faking people out.

POISON PLAYS

After studying poisons all week, divide into pairs or small groups. Have the kids create short skits or creative movements that relate to what they have learned about poisons. Leave it open-ended; let them be creative. Some may want to act out being poisoned. (They will love this: choking, gasping, throwing themselves on the floor.) Some may want to be the rescue team, saving poisoned victims. Others may want to be the safety patrol, searching cabinets and closets for unsafe items. Have them perform the skits for themselves and others.

WARMFUZZIES ADVENTURE

In a big open area have each child choose a spot that is their "home base". This will be a place for stocking up on warmfuzzies. At a signal, have the kids move about the room in a directed manner (running, marching, walking backwards, twirling). Match each movement with an adventure: running thru a mine field picking up diamonds; crawling up a mountain to view a beautiful sunset, marching across a rainbow. After each movement has lasted two to three minutes, give a signal for the kids to go back to their home base to stock up on warmfuzzies which will give them the energy for the next adventure.

<><> created by Tracy Besley

****

IN COMING ISSUES - LEARN ABOUT:

- What's happening nationally. How states are using Dependent Care Grant $ and which states are funding their own SACC legislation.

- Formation of a national network or association for school-age child care advocates.

- New ideas related to SACC using choice through open-ended programming to develop R.I.P. - RESPONSIBILITY, INDEPENDENCE, and PURPOSE.

SCROUNGER'S CORNER

SAVE those large pieces of styrofoam that come in boxes as protective packing. Let kids use to karate chop and kick. Kids get a real sense of power and control plus fun with this activity. Use hair spray or anti-static spray on the fall out for easier clean up. Be sure and ask the kids what makes the styrofoam cling. If no one knows the answer, call or write to a styrofoam company or even a local physics teacher.

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CONFLICT RESOLUTION

PLAY LEADERSHIP: "Your Attention. . . PLEASE!!!"

by Jim Therrell

"If I could just get their attention at first, then I could keep it focused on the activity I want to explain."

"Sometimes, in the middle of a fun activity or game, the group gets carried away, and they don't listen to me. How do I regain their attention (without getting loud or playing the 'Heavy')?"

Many child care workers experience the repeated frustration of not having the attention of the entire group - or at least not enough of it. Everyone loses attention at one time or another (we all seem to have limited quantities of the stuff!). Yet, without everyone's attention in a group activity, we cannot effectively reach, much less teach, anyone.

Yet how many caring ways have we developed for gaining quality attention? Are we relying on just a few standard methods (which may become repetitive and dull to the kids) for such a vital skill as attention-getting?

QUALITY ATTENTION: How do you recognize it?

How do you know if you have quality attention from your group? Quality attention means the interest level of the children is optimum. That is, they are neither overly anxious (grabbing, jumping, or rapid breathing) nor bored (eyes wandering, listless face, poor posture, or talking/grabbing). Instead, they look intent, with eyes slightly wide and focused upon your eyes, and they are relatively still and quiet.

Emphasize having their eyes focused on you eyes - without exception! Do not continue until you have quality attention. This is one of the most common errors in play leadership. If just one pair of eyes strays from an intent look at your eyes, then you have the immediate makings of a small brush fire. Soon that child is talking or bustling which, if unchecked, will quickly spread to others. The child, that isn't looking at you, simply doesn't understand or retain a single sentence of what you're attempting to communicate. So, as not to expire your attention-getting patience: Wait, Check, and Make sure that you have eye contact!

Yes, but, How can you get those eyes to focus on your eyes? Use:

ATTENTION-GETTERS

Criteria: What kind of "attention-getters" are more appropriate in playing with kids? When creating and choosing attention-getters, keep them:

* Playful in nature - not authoritarian or "serious". Stay as much as possible within the play context.
* Creative or break set (ones that become a surprise, introduce novelty, or are a game in themselves);
* Psychologically safe, so that no one is put on the spot;
* Using attention-paying kids whenever possible.
* Plentiful (so that you will have back-ups, and so the kids won't lapse into boredom due to lack of fresh stimuli!)

Put those shriek-whistles or yell-voices away! Bring out creative sounds, movements, positioning, rituals, or collaboration, and watch the kids respond.

(con't on next page)

PLAY LEADERSHIP: "Your Attention. . . PLEASE!!!"

(con't from p.4)

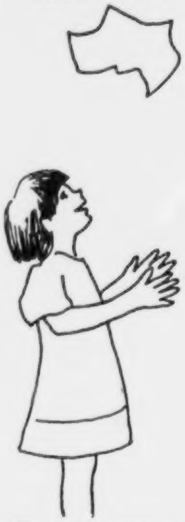
Creative Sound: Use any mix of high, low, variable speed or intonation, such as falsetto, baritone, or monotone, horse-race banter, whispering, high to low, foreign accent, slide-whistle, micro-tuba . . .

Movement: Anything unusual to attract attention within someone's peripheral vision. Change the way you are standing, jump, walk, hop, move you hands as if to swat a fly . . .

Positioning: Differ your normal focus-of-control to a place where you are an "attention magnet." When outside make sure you are facing the sun. As you describe an activity, stay at the perimeter of the group; alter where and how you stand in relation to props like tables and chairs. If you want to inject a suggestion into a huddle, try doing it in the middle -- on your back!

Rituals: These are mini-games you teach and call out whenever you need everyone's attention, like "Freeze!" or "Islands" (nobody is touching anyone else) or "Dead Ants!" (everyone, you included, gets on their back with their legs and arms waving in the air) or "Flash Flood!" (everyone gets to higher ground like tables or chairs) or "Standing Ovation" ("I think Stacy and Rico deserve, for good listening, a standing (or sitting) round of applause!") If possible, you may also empower the group to call out these rituals, also teaching them appropriate uses of power and ritual in the process.

Collaboration: This technique is magical--and requires minimum effort. You draw the attention of 1 to 3 kids through any combination of sounds or movements which then become the mini-game vehicle for spreading attention to the rest of the out-of-control group. For example, toss a handkerchief into the air and ask one or a few kids to laugh, clap, snap fingers, or click tongues until it hits the ground, then stop. After the second time, or even the first, everyone's attention will be on you and the handkerchief. A twist to this mini-game would be to whisper: "Raise your hand if you can hear me," or "Count with me 2, 4, 6, . . ."



Create your own individual twists for these techniques - self-expression makes you feel good! And by utilizing playful attention-getters, you have a much better chance at fun for both you (less stress and burn-out!) and the kids. Your energies will be well-directed with everyone's attention focused on you. Finally, your activity descriptions and important messages will be better understood, and the normal everyday chaos minimized or brought more easily under control. Just think - no more blood-curdling, stressed-out screams for the group's attention.

Jim Therrell conducts PLAY LEADERSHIP workshops and consultations for interested groups.
CONTACT: LET'S PLAY, 440 Filbert St,
Half Moon Bay, CA 94019,
415-726-0292

LOOKING FOR DEVELOPMENTAL NOTES IN YOUR LAST ISSUE AND couldn't find it?? By mistake, page 7 received the wrong heading of ACTIVITIES. It should have read DEVELOPMENTAL NOTES.

REMEMBER Subscription prices are still $12.95 until Sept. 1st - Renew Today - Group Subscriptions Discounts are still available at the $12.95 rate see p. 15 for discount information.

EMPLOYER SUPPORTED CHILD CARE

SICK BAY

by Gayle Green

George has an important presentation to make this morning. His daughter, Elise is sick with the flu. What can he do?

Working parents, students, and parents involved in civic activities, and even parents who need to go grocery shopping and do other errands, have frequently experienced problems when their child was sick or injured.

"Sick Bay", a joint effort between Laughlin Memorial Hospital and the Greeneville-Greene County Vocational Center's Occupational Child Care Program in Tennessee is one answer to this too common dilemma. When a child is too ill or injured to go to school and too young to stay at home alone, they can be cared for by trained pediatric nurses, aides, and child care students in a hospital setting. In addition, medication is administered as ordered by the child's physician and a daily record of his or her symptoms and activities are kept by hospital personnel. Occupational Child Care students provide activities for the children which are developmentally appropriate and with respect to the child's illness.

Since opening in January, "Sick Bay" has been well received by the community and local business and industry. Several local industries are reimbursing employees for the cost of "Sick Bay" care. Participating industries note that the cost of "Sick Bay" is less costly than to have an employee absent from their job. In several instances, health insurance has paid the cost when children recovering from surgery stayed at "Sick Bay".

For information about this unique child care service contact:

SICK BAY
Laughlin Memorial Hospital
215 N College St
Greenville, TN 37743

* * *

THE IALAC STORY

I AM LOVEABLE AND CAPABLE is the story about the ups and downs in the life of a child. It clearly reveals how the "ups" (warmfuzzies) make us feel so good about ourselves and how the "downs" (cold pricklies) drag us the bottom of the self-esteem barrel.**

MATERIALS NEEDED:

Large (24" x 36") piece of plain paper
Magic marker   Masking tape

WHAT TO DO:

Draw a large stick figure on the paper. Secure the paper to a wall.

Tell the story (see below). When something bad happens to the child, tear off a small piece of the drawing. When something good happens, tape a torn piece back. When the story is complete, the paper stick figure will be a mass of repaired tears.

Discuss how the child in the story felt when something good happened. How do they feel when someone gives them a warmfuzzy? What are some warmfuzzies they like to get? (Hugs, compliments, shared toys, help with work)

THE STORY

Make up your own story about a day in the life of a school-age child. Describe the day in detail, from waking - to breakfast - to getting to school - to events at school - to after school care - to going home - to supper - to neighborhood play - to homework, chores and finally to bed. Include at least 10 warmfuzzies and 6 cold pricklies.

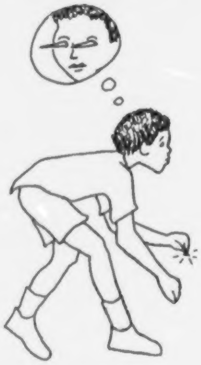
NOTE: Let the kids participate by reading parts of the story and by tearing or taping the drawing.

** The book and author on which this activity was based (over 5 years ago) has been lost. If you know the correct title & author, please let us know so that we may give proper credit.

DEVELOPMENTAL NOTES

PUZZLING PHRASES

by Bonnie Johnson



Caregiver Sherika let out a loud moan: "Oh, NO! My contact flipped onto the floor. Six year old Sam offered: "I'll help you find it." Within seconds, Sam exclaimed: "I found it! I found it!" Gratefully, Sherika gave Sam a hug, saying: "Sam, you sure have sharp eyes". Puzzled, Sam conjured up an image of his face with pointed, razor-sharp eyes.

The speech of adults is overabundantly full of similar phrases that have meanings completely different from the literal definitions of the words.** For kids, these phrases confuse, puzzle, and sometimes cause inappropriate action. For example, Jane's mom called to tell her she'd pick her up "in a minute" and to be ready. Jane got her stuff together and sat by the door, waiting for her mom. Forty-five minutes later, when her mom finally arrived, Jane had given up the wait by the door. Seemingly, she was reading a book, curled up in the bean bag chair. A creased forehead gave a clue that Jane was worried. When Jane saw her mom, she turned her back. Her mom called, "Jane, come on, get your stuff. How come your not ready? I called you 45 minutes ago and you are still dawdling!" Jane's retort? "I don't want to go home with you. I want to stay here." Jane felt she had been betrayed and maybe abandoned. She was deeply hurt. In time, Jane learned that the phrase "in a minute" did not mean 60 seconds. But, for Jane, the lesson was painful.

Three categories of school-agers needing help with figurative language are: 5 - 8 year olds, kids for whom English is their second language, and kids with learning disabilities. For kids with learning disabilities, difficulty can persist into adolescence.**

WHAT TO DO ABOUT THE PUZZLING EFFECTS?

ATTEND to the phrases you use. DEFINE them for the kids, especially when you see a puzzled look on their faces.

LIST puzzling phrases on a large piece of paper. POST IT and add to it as more phrases emerge.

DESIGNATE a "Puzzling Phrases" Week.

CREATE cartoons and drawings of puzzling phrases, both the figurative and literal meaning.

ANALYZE figurative phrases. Researchers Elissa Fisher, June Miller White and James Fisher used the phrase 'You drive me up the wall!' to help kids. They asked kids: "When I say you drive me up a wall, do I mean that I want you to get into a car with me and drive me up a wall? Is that what I mean?" Once kids have experience pulling apart a phrase like 'You drive me up the wall!', they can use their dissecting skills with other phrases. School-agers' real love of humor will have them jumping gleefully as they pull apart phrases to catch the laughter.

Be patient, unhurried, matter-of-fact, cautions the researchers, in helping kids to "see the light". For many kids, not being able to understand figurative speech, has created feelings of "being stupid". Don't let an attitude of impatience and exasperation reinforce those feelings of inadequacy in kids.

KNOW that most children do learn about double meanings and sort things thru eventually - with a minimum of pain.

** from GROWING CHILD RESEARCH REVIEW, Oct, 1984, based on info in Academic Therapy, March, 1984.

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ACTIVITIES

DISCOVER WARMFUZZIES

INSTRUCTIONS FOR BOARD GAME

WHAT'S NEEDED:

Poster board   Magic Markers
Pencil (to sketch game board)
Ruler (to measure spaces on game board)
Index cards
Game markers (buttons, stones,)
Warmfuzzie tokens (buttons, stickers,)

WHAT TO DO:

CHOOSE a theme for the game. We have chosen "Warmfuzzies".

CREATE directions.

WRITE the directions on a card to be stored with the board. Write them in a clear, simple and concise manner.

An example set of directions are:
1) Everyone begins on the Start space.
2) In turn, choose a Choice card. Follow the directions on the card and on the board.
3) On your way around the board, collect Warmfuzzies. The first person to collect 20 Warmfuzzies wins the game.

MEASURE spaces (3" x 3") on the board.

CHOOSE themes for board spaces. Some suggested themes are:

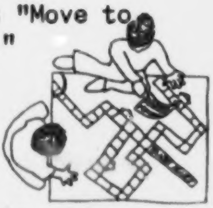
Start...Dad's Work...Mom's Work...Smile...Temper Tantrum...
You've had a good day: Feel proud...School...Day Care...
Crabby Corner: Lose a turn...Need a lift? Move ahead two...
Things That Go Bump in the Night...Down in the Dumps...
Blues Alley...Pouters Peak--lose one Warmfuzzie...
Warmfuzzie House: Earn 1 Warmfuzzie

CREATE Choice Situations and print on index cards. Examples from the Warmfuzzie Game are:

1) Grandma and Grandpa are coming for a visit. You clean your room without being asked. Move one space forward.
2) It's been a terrible day - socks don't match; school was boring and day care is worse! You have a temper tantrum. Move to Blues Alley.
3) Your brother looks sad. He tells you he has lost his favorite frog. You give him a hug. Earn one Warmfuzzie.
4) Teacher asks you who was talking. You were but you blame someone else. Lose your turn.
5) You are angry because the baby sitter says it's time for bed. Go to Pouter's Peak.
6) Dad is on a business trip. Mom is working late and it's potluck dinner night at day care. You choose to go with Richard's family and have a great time. Move ahead three.
7) The bedroom door creaks and it's dark and scary. You begin to cry for Mom or Dad. Move to Things That Go Bump in the Night.
8) You are the new kid in the class. Your stomach has butterflies but you introduce yourself and start playing. Good job! Move ahead three.

Our game includes 20 situation cards like those listed above, plus the following other cards.

- 20 situation cards. Five of these earn a Warmfuzzie.
- 5 action cards. These can be traded in to avoid the penalty when landing on spaces saying the player will lose one turn or one Warmfuzzie (similar to "Get Out of Jail Free" cards in Monopoly).
- 5 direction cards, such as "Move to Warmfuzzie House-Nice Job!"
- 20 number cards:
    10 "Move 1 Space"
    5 "Move 2 Spaces"
    5 "Move 3 Spaces"



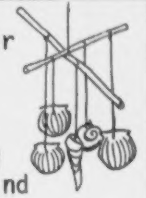
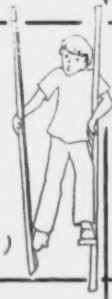
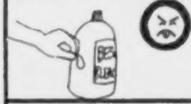
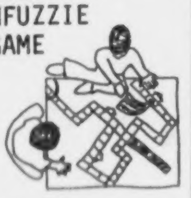
Tailor make your situations to your children. This game can be adapted for different age levels: For example:

- Take out the situation cards and use only the number cards (for younger children).
- Use dice to move around the board.
- Adjust the amount of Warmfuzzies needed to win.

Note: This game is designed to help children discover alternatives in an emotional situation. But, most of all, it is important to have fun, so enjoy!

* from "TELL ME HOW YOU FEEL ... Creating An Awareness of Emotions in a Day Care Setting" by C. Schmidt and H. Harvey at the FAIRFAX OFFICE FOR CHILDREN: SCHOOL-AGE CHILD CARE, Fairfax, VA 1981. Used with permission.

CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
STONES, SHELLS	Fill different containers with shells or stones. Count, measure, weigh, calculate how many shells or stones fill a cup, a pint.	Create a rock garden either indoors or out. Use rocks of different shape and size. Visit a plant nursery to obtain hardy plant.	Make a shell pasta dish for lunch or snack.	Shell, Shell, Who's Got the Shell? *(See p.3)*	Put together wind chimes using fishing lines and shells. 
SCRAP WOOD	Carve animals or objects out of small blocks of wood. Discuss and practice safe penknife handling. For younger kids, use sand paper to smooth rough edges on blocks of wood.	Use wooden blocks for printing. Carve designs or attach string, rubber bands or pasta in desired pattern onto wood block. Roll or brush on paint, then press onto paper. *(from MAKING THINGS p.46-7)*	Sawdust modeling clay. Recipe: 2 cups sawdust 1 cup flour 1 teaspoon water Mix together thoroughly.	Make stilts *(from MAKING THINGS p. 70-71)* *(See p.15 to order)* 	Use sawdust or wood shavings to stuff cloth dolls or pillows.
JOKES	Have local comedians visit and do their routine for kids.	JOKE CHARADES Act out knock-knock jokes.	MAKE CARTOON STRIPS Submit to local newspaper, if desired.	YOLK FOOD Make baked custards, lemon meringue pie or ice cream using egg yolks.	COMEDY "NIGHT" Write own material, practice and perform for each other or for parents.
POISONS	POISON HUNT Give 10 red cardboard X's or Mr Yuk labels. Give them 15 minutes to find and label 10 poisonous things in your program. 	POISON POSTER - Design and make a large poison poster with name, picture, danger, and antidote/treatment of common poison. Ex., many permanent markers, liquid paper, tempera powder, plants.	VET VISIT Invite in or visit a veterinarian to discuss what is poisonous to dogs and to talk about poisonous snakes.	COOKING Find out what foods are harmful if eaten raw, but healthy when cooked: pork, chicken, etc.	POISON PLAYS *(See p.3)*
TV	Kids can create their own music video station. In pairs or small groups, kids can design and write script, produce and perform.	THE NEWS Some kids might enjoy creating their own news show including sports and weather.	Contact local cable, public or college TV station about kids actually taping a show they have created.	Investigate TV careers. Invite TV workers to share information about their jobs.	Have TV dinners (traditional or microwave) for lunch. Next day, make your own using old food trays.
WARMFUZZIES	I A L A C STORY *(See p.6)*	Make a list of warm fuzzy foods - the kind that make you feel really good inside - rice pudding, vegetable soup, melted cheese sandwiches, pizza, spaghetti. Prepare one for snack	DISCOVER WARMFUZZIE GAME  *(See p.8)*	Make warmfuzzies* and give as warm gesture through out this day. Keep a written record - share with others. *Warmfuzzies could be paper flowers, courons worth 1 hug, heart-shaped cookies	WARM FUZZY ADVENTURES *(See p.3)*

TRAINING TIPS

THERE'S YOUR CLASS, THE BATHROOM'S THERE & LUNCH IS SERVED AT NOON!

by Ellen Tuyahov

Orienting new personnel is an important part of a director's job, but it sometimes gets lost in the shuffle. New employees are often put in a "sink or swim" situation. This is unfair to the new staff members, who are unsure of policies and procedures; to the old staff members, who try to take up the slack; and to the children, who ultimately suffer when being cared for by people who "don't know the ropes".

To assure a smooth beginning, Directors can make a list of program policies, procedures, and attitudes to share with all new employees. Directors then can plan a time to sit down and go over the list with each new staff person. Here are some things about which new personnel often need to be reminded.

Administrative

-Be on time. Someone is counting on you.
-Call when you will be late or absent. Give as much advance notice as possible.
-Check in and out as required. Let the director know when you arrive at work.
-Report all illnesses and accidents.
-Give medicines only with written permission from the parents.
-Note where the first aid kit is & return it to its place after using it.

Attitude

-Be ready to attend to the kids.
-Learn the program's routine quickly.
-Take initiative. Pitch in and help.
-Ask for help when in doubt.

Children

-Take every opportunity to be with kids. supervise from the sidelines.
-Don't catch yourself sitting, standing, or chatting with other adults.
-Give children choices whenever possible.
-Be affectionate with children.
-Never hit, humiliate, or threaten.
-Give children reasons for rules.

Health

-Help kids learn good hygiene habits.
-Watch out for unsafe toys & situations.
-Let kids climb only with supervision.
-Be especially alert on the playground.

Parents

-Greet parents daily. The room is your space; help parents feel comfortable.
-Be positive. Don't burden parents with negative feedback at the end of the day.
-Greet parents briefly. Avoid long conversations. Your job is child care.

Building

-Take care of the center's possessions.
-Pitch in and help with daily chores.

Meals

-Give kids the option to eat or not.
-Do not eat in front of children if they cannot have what you are eating.
-Sit and talk with kids at meals.
-Help with the clean up. Everyone does.
-Expect spills and messy places and respond with patience.
-Never threaten to withhold food, and never withhold food as a punishment.

Programming

-Plan projects in advance, and have the supplies ready.
-Plan a special project everyday.
-Get acquainted with program supplies.
-Check before you spend your own money. Know the program's petty cash system.

The best trained, best motivated worker is only effective when their supervisor communicates. Use this list to develop one specific to your program. When you present the list verbally and in writing, all the caregivers will "know the ropes."

Reprinted with permission from "Child Care, newsletter of the Fairfax County Office For Children". Adapted for SAN.

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DIRECTOR'S CORNER

TELEPHONE TIPS

by Tracy Besley

SMILE when you're talking on the phone. It will seem forced and silly at first, but keep practicing until it becomes natural. Be friendly! Cheerful! Enthusiastic!

CATCH the name of the caller and use it. Write it down when they say "This is so and so, and ..." (Ruth for example). Always say: "Thanks for calling, Ruth", or "Thank-you, Ruth" at the end of the conservation. (Unless, of course, the person's name is Sam.)

REFER OR RESEARCH; Never say, "I don't know.". Instead, say "Let me refer you to someone who can help you with that." or "Let me find out and get back to you" or "Let me get that information together and get back to you".

CALL BACK to avoid putting people on hold or making them wait. If it's going to take a minute or two to get their information together, ask for their phone number and tell them you'll call them right back when you have the info.

PHONE ETIQUETTE

HOW TO ANSWER, WHAT TO SAY.....

"Name of your program, Can I help you?" will do. "Hello" or "Yo, what is it?" will not do.

MESSAGE TAKING.....

"I'll give them the message when they... a) come in, b) get back" or just, "I'll give them the message". If you know the person who the message is for, won't be back til the next day, tell the caller, and that you'll give the message when you see them.

USE THE FOLLOWING QUESTIONS TO CHECK YOUR TELEPHONE HABITS. KEEP THEM BY YOUR TELEPHONE FOR A WEEK. RATE YOURSELF AFTER EACH CALL. AT THE END OF THE WEEK, SEE HOW MANY "YESSES" YOU HAVE ACCUMULATED.

Do I answer as quickly as possible?

Do I talk loudly and clearly so that I can be understood easily?

Do I identify myself and the name of the program?

Do I give the phone caller my complete attention during our conversation?

Do I plan my calls beforehand so that I know what information I want?

Do I always listen for the dial tone?

Do I keep paper and a pencil handy?

Do I write down messages immediately?

Do I put messages where they will be seen by the person for whom they are intended?

Am I careful not to cough or sneeze into the receiver?

Do I put the receiver down gently?

Do I avoid shouting or making loud noises near the phone?

Do I say good-bye pleasantly?

Do I make sure other extensions of the same line are hung up after a call?

Do I keep my phone calls as brief as possible when others share my phone or my line?

Do I remember to keep a smile in my voice?

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EDITORIAL

WHEN DO WE SAY: "NO!" ??

by Rich Scofield

When do we say: "NO!"?? No, we can't serve your child after school. Our programs are too full. Our budgets are stretched to the point where our services and quality of care are deteriorating. Our space is no longer "our" space. Our programs are "visitors" at their sites with kids shuffled from room to room. In churches, we are told not to put up anything that will interfere with the programs on Sunday. No, soft space such as couches would not be appropriate for the church. In schools we are pushed (or worse, allowed) into gyms, cafeterias or cafetoriums.

When do we say: "NO!" ?? No, shuffling children, carrying all their after school belongings from one open area such as the cafeteria to another open area such as the gym, is not in the best interest of children. In fact, this is closer to "warehousing" children than it is quality care. No, providers should not have to work out of the back of their cars because the school won't allow any storage space. When do we say: "No, the program will not continue operating this way. We will not allow such programs to continue without support for storage space, soft space, permanent space for children's belongings, space for long term projects, access to a variety of spaces and space that we can call our own." ?

As humans we have the uncanny ability to forget and put behind us those things which are painful, shocking or too overwhelming. I recently visited a program in one of the poorest areas in the inner city of Memphis, Tenn. I had forgotten how we get used to the locked doors, the deserted, boarded-up buildings, the young men hanging out, the kids with no place to go who hang around outside the child care program, the kids inside the program who don't get enough to eat, the kids with the visible scars of physical abuse and the inner scars of other kinds of abuse, and a social service bureaucracy which is overburdened and handles only the severest cases letting the others fall through the safety net. Those who can move on - have moved on - leaving only the most needy and those with the least skills to help themselves.

Not only does this stir up my memories of working in hard core areas of this country but it brings back those memories of the poverty and seemingly hopeless conditions in many parts of Asia. The children in India who have been mutilated to bring in more money when begging. The families living under pieces of cardboard on the sidewalks. The fathers sleeping in the rickshaws they rent to work 12-14 hours a day for a few rupees for their families. The girls forced into prostitution. The shacks surrounded by refuse; the rats hunted for food. The preschoolers toddling along with no clothes and the visible effects of dysentery.

Amid all the sights which the brain later hides from everyday memories are the glimpses of our common humaneness. The kids who enthusiastically chase each other. The shy smiles of curiosity over a stranger. The sounds of glee and children's chants touch the same chords of hope for a better future for them whether they are heard in the housing projects of Memphis or from the school-age girls, hawking food set in baskets on their heads in a railway station in Burma.

We cannot be satisfied to say the child care needs of our children are being adequately met when programs are faced with too little space, too many kids for each adult and underpaid, undertrained staff. While our children do not face the same conditions as many children in Third World nations, it does not mean that we should forget their present conditions.

Future space in elementary schools over the next ten years will be pushed beyond what the districts can provide. At that point, in the mid 1990's, the space problem will shift to the junior highs and then on to the senior highs. Since we will have to use our buildings creatively and also build additional classrooms, why not plan to provide for child care space right in the school buildings, both for after school and preschool care?

The baby boom generation is at a pivotal point because their children have produced the "baby boomlet" population bulge and because economically and politically they represent the largest voter block. A recent Harris poll showed 73% are willing to pay increased taxes for more child care. Therefore, now is the time to press ahead for more tax dollars for child care.

Visit other programs. Learn what conditions many children and adults are surviving in, that are called, after school care. Have your community leaders visit your program and talk with the children, parents and staff. These issues and conditions cannot be put on the back burner. If we don't get change within the next ten years, our advantage will be lost.

****

INTERESTED IN TRAINING IN YOUR AREA?

Rich Scofield is willing to help organize half-day and full-day school-age care planning and curriculum seminars in selected areas. Those interested in such training and with location sponsorship should contact Rich.

BOOK REVIEW

HOME ALONE:

A Guide to Responsible Independence

by Kristina Taylor & Carmen Weather

HOME CENTERED CARE:

Designing a Family Day Care Program

by Ronda Garcia

Reviewed by Tracy Besley

This manual is "... a tool for families or professionals working with families who have school-age children." It helps parents evaluate their child's readiness to stay home alone. The handbook is organized into nine content areas, such as Being Home Alone, Getting to and from School, and Using the Kitchen. Each area includes Parent Pointers, What Kids Should Know and Learning Activities.

"The focus is on children, ages nine and above, who are home alone before and after school for short periods of time." The authors differentiate between a child being alone for 1/2 hour in a safe area with neighbors next door, and a child being left alone for four hours in a neighborhood that is not safe and where no adults are readily available. They emphasize that there is "...no magic age at which children are ready for self care." They stress that self care may not be an option for all kids.

"Children should not be left alone before they can actively problem-solve and exhibit the ability to reason and decide on an appropriate course of action in an emergency or an unexpected circumstance." Many adults panic in emergencies. Yet, we expect children, who are pre-concrete operational, to "decide on an appropriate course of action."

If this book is evaluated from the perspective of teaching necessary life skills, it is excellent for preparing children to cope when a parent is sick, late home from work, gone to the store, or simply to foster independence and improve personal care skills. It would work well for a course with older kids.

To order: Developmental Day Care Systems, 1375 Furnace Hills Pike, Lititz, PA 17543. $24.95 + $2.50 s & h

Written in an easy-to-read format, HOME CENTERED CARE outlines how to set up a center in your home without spending a fortune. For programs interested in creating a more 'homelike' atmosphere within their center, this book would also be helpful.

One section covers how-to-decide which areas of your home can be used without constant supervision because "...during the day you will be called to different parts of your home to prepare food, answer the telephone, wash hands, change diapers, or check on a sleeping child."

Basics of Room arrangement, suggestions for inexpensive and free toys, a section on health issues (prevention, injuries, contagious diseases and signs of abuse), and an excellent section on the "Practical Applications of Child Development Concepts" are also included. The chapters on Play stress the importance of play as THE way children learn, and contain multi-cultural activities.

Information on school-age children is covered in relation to environments, development, applying developmental concepts, and activities.

Samples of necessary forms and many reference sources are also part of this complete book on home centered care.

To order:
Children's Council of San Francisco
3896 24th St.
San Francisco, CA 94114
$8.95 + $1.00 s & h

HEALTH & SAFETY

MICROWAVE COOKING

Many programs are learning that microwave cooking with kids is both easier, faster and safer. The old day care standby - the toaster oven - is being replaced with the ever present microwave. Witness to this is a wonderful new book, KIDS' SIMPLY SCRUMPTIOUS MICROWAVING*, which gives directions for art projects using the microwave as the heat source.

However, microwaves are not completely safe. Many adults are familiar with steam burns when lifting the plastic wrap off steaming hot soup, chili, vegetables straight from the microwave. Another food to be careful with is Popcorn! According to the New England Journal of Medicine (11/20/86), "a ten year old boy received first and second degree burns around his eyes when he opened a bag of microwave popcorn as soon as it came out of the oven. A rush of steam hit his face, causing burns." (from Pediatrics for PARENTS, January 1987)

Since popcorn is favorite after school snack, this warning alert is especially important to school-age programs.

* by Stancil and Wilkins, Concept Graphics Inc,
P O Box 490056, Atlanta, GA 30349.

EAR TROUBLE FOR OLDER KIDS

Right about 11 years of age, the volume of music on radios seems to go up 100%. And in most households, parents go around chanting "Turn it down, NOW!".

With the increasing popularity of headsets stereos, medical professionals (American Medical News, 5/10/85, in Pediatrics for Parents, Jan '87) are warning that temporary hearing loss can occur if the volume is too loud and listened to too long.

FIRST SIGN OF HEARING LOSS: Ringing in the ears.

PARENTS AND CAREGIVERS need to alert older kids to the potential danger of listening to too loud music on personal stereos.

SUGGESTION:

Visit an Audiologist (or invite to your program) and have them demonstrate:

1) What is too loud a volume (Workers must wear protective ear equipment at 120 decibels).

2) What their hearing would be like if temporary loss occurred.

SUN SAFETY

Child Care Workers, who spend time with kids outdoors, are in an ideal situation to educate kids and their families about the damaging effects of the sun AND to institutes safe, preventive sun practices in their programs.

Recent studies indicate that one or two episodes of a blistering or painful sunburn in childhood can trigger later development of malignant skin cancer.

TWENTY-THREE THOUSAND Americans develop a malignant skin cancer & 500,000 develop superficial skin cancer each year!

The Skin Cancer Foundation, in response to alarming increases in superficial and malignant skin cancers, is making an all out effort to warn that skin cancer BEGINS in childhood even tho' it appears in later life. Posters with the message "It takes years to get skin cancer. Most of us get an early start." and a pamphlet, "FOR EVERY CHILD UNDER THE SUN" are two such publicity efforts.

WHAT TO DO:

WRITE for posters and free pamphlet from: SKIN CANCER FOUNDATION, PO Box 561, New York, NY 10156. Ask the Foundation for the name of someone in your locale who could come and talk about sun safety.

CHECK OUT different brands of sunscreen. Sunscreens with a Sun Protection Factor of 15 or higher are best. Find out when to use and how often.

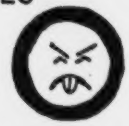
DESIGN your own SUN SAFETY Posters

MAKE & DECORATE Sun Hats

MODEL SUN SAFETY Practices. The kids will copy YOU!

RESOURCES

POISON CONTROL MATERIALS



Mr. YUKI Stickers (kids will enjoy putting stickers on potentially dangerous products at your program or in their own home) and information pamphlets (on harmful aspects of plants, holiday decorations and pets) are available from:

Pittsburgh Poison Ctr
Children's Hospital of Pittsburgh
125 Desoto St, Pittsburgh, PA 15213

Great resource for increasing awareness of poisons in your program. Also good materials to include in a babysitting course for early adolescents (10 - 15 year olds).

MAKING THINGS - The Handbook of Creative Discovery has easy & unusual crafts, presented in clear, simple directions. $9.95 To order, use the resource order form.

RESOURCES

FAMILY HOME CARE MANUAL

FAMILY DAY CARE: AN OPTION FOR RURAL COMMUNITIES is a new publication describing the strategies a community group in a rural area might undertake to increase the amount and quality of family day care in their area. It contains chapters on the Child Care Food Program, Training and Toy Lending Libraries, Child Care Resource & Referral, Child Care for Low Income Parents, and Family Day Care Support Groups and Ass'n, plus an extensive list of resources. $6.00

To order: Child Care Support Center
c/o Save the Children
1340 Spring St N W STE 200
Atlanta, GA 30309

RESOURCES ORDER FORM

ACTIVITIES, ACTIVITIES, ACTIVITIES

____ I Can Make a Rainbow	$14.95
____ Puddles & Wings & Grapevine	14.95
____ Kids' America	11.95
____ Amazing Days	9.95
____ Make Mine Music	8.95
____ Children Are Children	11.95
____ Big Book of Recipes for Fun	12.95
____ Trash Artists Workshop	8.95
____ Native American Crafts	8.95

The EASY-TO-DO After School Activity Series

____ Set A - Arts & Crafts, Cookbook, Holidays	12.95
____ Set B - Paper Capers, Puppets, Science Fun	12.95

GAMES, HEALTH & SAFETY

____ Outrageous Outdoor Games Book	12.95
____ Incredible Indoor Games Book	12.95
____ Come & Get It	8.95
____ Super Snacks	4.95
____ A Sigh of Relief: The First-Aid Handbook for Childhood Emergencies	14.95
____ A Kid's Guide to First-Aid: What Would You Do If . . . ?	5.95

NEW

____ Day Care Management Guide	29.95
____ Skillstreaming	13.95
____ Avoiding Burnout	14.95
____ School's Out-Nobody's Home	4.95

SCHOOL-AGE CHILD CARE

____ HALF A CHILDHOOD: Time for School-Age Child Care	$12.95
____ School-Age Child Care: An Action Manual	16.95
____ Activities for School-Age Child Care An NAEYC Publication	4.95

CHILD GUIDANCE & RELATED ACTIVITIES

____ Please Don't Sit on the Kids: Alternatives to Punitive Discipline	10.95
____ Creative Conflict Resolution	11.95
____ Self-Esteem: A Classroom Affair Vol. 1	9.95
____ Self-Esteem: A Classroom Affair Vol. 2	9.95
____ Private "I"	4.95
____ Cooperative Sports & Games Book	10.95

PROFESSIONAL RESOURCES

____ WHAT'S YOUR NEXT MOVE? (A board game for staff training)	34.95
____ Misbehaving'	12.95
____ Survival Kit for Teacher	11.95
____ School's Out—Now What?	10.95

____ **MAKING THINGS: The Handbook of Creative Discovery**	**9.95**

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RESOURCES

PBS SERIES FOR EARLY TEENS

A realistic and entertaining TV series for 10 to 15 year olds, DeGrassi Junior High, will offer a teen view of dating, peer pressure, friendship, sexuality, drugs, gossip and other significant concerns to teens. Thirteen episodes begin September, 1987.

A full description of all 13 episodes, plus a teacher's guide will be available in August. Tapes of the program can be purchased or rented.

Write to: WGBH EDUCATIONAL FOUNDATION
DeGrassi Junior High Project
125 Western Ave.
Boston, MA 02134
(617-492-2777 Ext 3848)

Contact your local PBS station to find out if they plan to air this series in your community. If they do not, you may want to suggest they consider it.

RESOURCES

SACC CONFERENCE

The second annual conference, When School Is Out - What Then?, sponsored by the Lancaster YWCA will be held on July 23 & 24, 1987 in Lancaster, PA. Ellen Gannett, Coordinator of Training and Education for the Wellesley (MA) SACC Project and Barbara Schuyler-Haas Elder, Director of the Mayor's Office for Children & Youth in Baltimore, MD will be the Keynote Speakers.

Workshops include: Intergenerational Child Care; Bringing Books to Life in School-age Programs; Working with School Districts; Incorporating Volunteers; Home Alone; 28 workshops in all.

Contact: Lancaster YWCA, 110 Lime ST, Lancaster, PA 17602, (717-393-1735)

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FEATURE

BUILDING HIGH SELF-ESTEEM: PROGRAMMING POINTERS

by Harriet Neal

Planning specific ways to enhance self-esteem is a crucial mandate for school-age child care workers. Many school-age children suffer from low self-esteem. Research, by Covington & Berry on self-worth and school learning, identifies two groups of school-agers suffering from low self-esteem: "failure oriented children" and "high achievers." The competitive nature of our classrooms and what many children believe are unrealistic goals motivate "failure-oriented children" to exert only a minimal effort needed to avoid failure and to succeed. The self-worth of high achievers - those who are compulsive about attaining A's or winning - is tied to that A or that win! They must succeed to bolster their shaky self-esteem.

Those influences on self-esteem make it essential that our programs offer children environments that will support their newly developing skills without risking their self-esteems. Three elements that contribute to the school-ager's developing self-esteem are:
1) a need for space;
2) a variety of activities which allow for self-defined goals; and
3) supervision in a real world setting.

SPACE

More space is needed for school-agers (than for younger children), not only because they are physically larger but because of their need to be independent of the adult. Space is one vehicle through which that need can be met. Let them have control over at least a portion of the physical environment. Perhaps some wall space to pin up notices, personal messages, photographs, news items, or posters could replace the adult-directed display of children's drawings.

Be ready to accommodate children, after a day in the classroom, who need a choice of activities that require movement as well as those who need to unwind alone after the school day. Kids also need private space, in which they can curl up on a couch or a rocker or stretch out on the floor or on a sleeping bag. Space is also needed that is enclosed and large enough for a few friends during this age of "best friends."

VARIETY OF ACTIVITIES

Con't from p.1

The range of interests of school-age children requires a wide variety of activities. Such a variety assures the children of an opportunity to experience a sense of accomplishment and feelings of satisfaction from their efforts.

The activities offered need to accommodate large and small groups of children. Research indicates that boys seem to favor activities involving larger groups of children and they prefer outdoor activities; girls prefer to play in groups of 2's and 3's and spend more time indoors than outdoors. Boys and girls may defy this research, but it is important to keep in mind that diverse interests and play patterns exist and must be accommodated for both genders.

A wide variety of choices also allows for decision-making skills. The expectation is that when children are adolescents, they will make wise decisions regarding their use of time and the selection of activities and friends. Decision-making is not an inherited attribute. We learn to make wise decisions and have confidence in them through guided practice when given the opportunity to experience the consequences of those decisions. Wise decisions can only occur if kids have opportunities to practice decision-making skills early in their lives. Children are not usually given that opportunity in the school setting today. Development of these skills can begin by allowing the children to determine with whom they will play and at what. Also they should be allowed to choose whether they wish to stay indoors or outdoors, thus the need for a free flow of movement between the areas.

SUPERVISION

Supervision is needed both indoors and outdoors simultaneously; supervision that will ensure safety without sacrificing the children's need for self-regulation. On-the-spot intrusive supervision does not allow kids to learn how to get along with others, to develop problem-solving skills, to make value judgments, and learn roles. Distant supervision accommodates this need and provides safety. Programs need to be a microcosm of the real world. In the real world, on-the-spot supervision is not a reality nor is it desirable or beneficial.

Although school-agers are becoming more independent of adults and looking more to their peers, we as adults play an important role. We must be there to listen to them! One period of the day which seems to be especially critical is when they get out of school. Many children need an adult's ear. Planning personal sharing time indicates to kids that they are important. Distant supervision also allows for personal sharing time between adult and one child who desires private conversations.

CONCLUSION

Covington and Beery's research indicates that the competitive school environment and unrealistic goals contribute to the development of low self-esteem. The importance of the school experience is further understood when we consider their psychosocial development. Many psychologists believe that the major crisis of this age is the development of competence and willingness to achieve to the best of one's ability. Reduction of egocentricism that occurs within the age range of 6-8 results in an acute sensitivity to others' opinions and longitudinal research shows that our self-concepts are formulated by approximately 10 years of age. Research also strongly suggests that once formulated, our self-perceptions are very difficult to change.

Our programs thus must provide incubative roles for positive self-esteem for failure-oriented and high achiever children by giving due attention and support for physical and emotional space, varied activities, and guided supervision in cooperative environment.

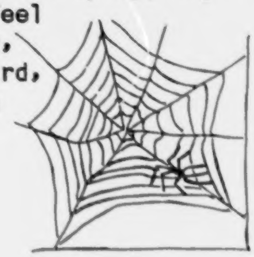
<><> Harriet Neal is a Child Care Consultant with CA State Univ. at Sacramento. See p. 3 for article references.

ACTIVITIES

HALLOWEEN FUN

by Darlene Middleton

GOBLIN'S BREW Make a Goblin's Brew. First, have a scavenger hunt. Divide up into groups. Each group has the task of finding the ingredients needed to go into the goblin's brew. Try different feels: find something smooth, rough, soft, furry, sticky, dry, wet, cold, warm, thin. Or try smells: like perfume, smoke, medicine, disinfectant, or clean, rotten, dirty, fresh, stinky. Or, have a taste scavenger hunt: find something sweet, sour, salty, bitter, spicy; try food items that might feel wet, dry, sticky, chewy, cold, soft, crumbly, hard, smooth. You might even attach some Halloween names to the items, such as sticky as a cobweb, hard as skeleton bones, thin as hair, furry as a black cat, cold or gooey as pumpkins' innards.

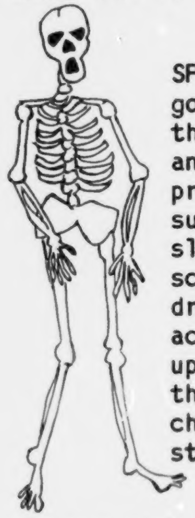


FIND THE INVISIBLE PUMPKIN When the scavenger hunt is over, tell the kids that an old goblin has been to visit and left an invisible ticking pumpkin in the room. This can be a simple kitchen timer or an alarm clock. The kids must find the "pumpkin" before the bell rings or before the timer goes off. Blindfold each one and let them take turns finding the pumpkin. The others can give hints by making ghost moans as the child gets near ticking.

HAUNTED HOUSE GAME After scavenging the neighborhood and saving the house from total destruction, play the haunted house game. Prearrange various items such as bowls of spaghetti, water, flour, sand, cereal, syrup, etc. Blindfold each child and have him describe or identify what he is feeling. Or literally walk through the haunted house. Let kids step barefooted into boxes of different textures.

GHOST CAKE By this time, everyone is ready for a treat. Give verbal clues leading kids to various locations in the program, until the treat is located. A PERFECT treat is a ghost cake with eyes of fire.

RECIPE: Following the directions on the box, bake a yellow cake in a rectangular pan. Save the best egg shell halves. Frost the cake with 1 package of fluffy white icing. Cut the cake to make a curved head. Place 2 eggshells (round side down) for eyes. Put 1 sugar cube in each half. Pour 1/2 teaspoon lemon extract over cube and light. Make the mouth out of licorice string.



SPOOKY SOUNDS Once the goblins settle down and enjoy their treat, they can play another game of identifying pre-recorded spooky sounds: such as chains rattling, doors slamming, squeaking doors, screaming, loud noises, water dripping. A winding down activity could also be making up a story from the sounds that they have just heard. Each child could contribute to the story.

PIN-THE-NOSE-ON-THE-PUMPKIN Have a pre-carved pumpkin with eyes and mouth. Blindfold each child and let him pin a nose on the pumpkin. Talk about different kinds of Halloween faces: happy faces, sad faces, funny faces, scary faces, surprised faces, and mean faces. Using styrofoam plates, let each child draw the kind of face that he would like on the plate. When you do this with a pencil, it will make indentations so that the child can feel the

(con't on next page)

ACTIVITIES

HALLOWEEN FUN *Con't from p.3*

face on the plate. Cut it out just like a jack-o-lantern. Paint or color.

OTHER IDEAS

JACK-O-LANTERNS

Each child receives a slice of bread and cuts out a circle with an empty can. Spread Cheez Whiz over the bread circle and decorate a face with raisins.

ROASTED PUMPKIN SEEDS

Wash pumpkin seeds and pat dry with a paper towel. Spread the seeds out on a cookie sheet. Sprinkle 3 tablespoons of vegetable oil over the seeds and sprinkle with salt. Bake for 30 minutes or until lightly brown. Tastes like popcorn!

Darlene Middleton works for the Kentucky School for the Blind. This article was adapted from the original which appeared in a KSB newsletter. It was written to promote interactions between visually-handicapped kids, their peers and their community.

HUNGER INTERVIEW QUESTIONS

Do you know anyone who has no food and is hungry?

Why are people hungry?

What do you think can be done so people everywhere will have enough food?

Who, in this town, is working to get rid of hunger?

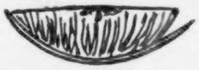
Kids may want to put together a flyer or newspaper from their hunger interviews.

ORANGE PEEL TEETH

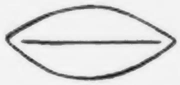
WHAT'S NEEDED:

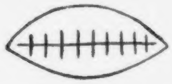
oranges - cut into sections small enough to fit over teeth but large enough to stay inside lips when smiling.

WHAT TO DO:



1. Eat the orange.
2. Tear away any pulp left on rind. The inside of skin will be white.
3. Slit skin lengthwise down the center, leaving it attached at both ends.





4. Form teeth by making short cross cuts on both sides.
5. Put in mouth so white side shows.
6. Grin scary and gruesome grins.

*From KIDS KITCHEN TAKEOVER by S.B. Stein, p. 58-60.

HALLOWEEN MAKE-UP

WHAT'S NEEDED:

soft shortening
cornstarch
food coloring
tablespoon
fork
small jars

WHAT TO DO:

Mix one tablespoon shortening with two tablespoons cornstarch. Make a smooth mixture.

Add food coloring; mix until color is even. Make as many different colors as desired. Store in small jars.

Thanks to Ruth Turner of Lake Oswego, OR for this idea from THE GREAT PRETENDER by Joy Wilt and Kathy Berry (out-of-print; check local libraries).

CONFLICT RESOLUTION

UNWINDING AFTER SCHOOL

by Bonnie Johnson

Anyone who has spent five minutes in a school-age program when the kids arrive from school KNOWS what is meant by: "The kids need time to unwind." Wound taut, like overspun tops, from being kept in the super-controlled environments of school, the kids ricochet against everyone and everything, unleashing pent-up energy and feelings. It is indeed a challenge, as an adult in a school-age program, to not only survive the unwinding, but to orchestrate it to increase the benefits to all concerned.

HELPFUL HINTS:

Have a specific, always-the-same location and routine for each kid to plunk their gear - preferably on the path from school to the inner sanctums of SAP.

Provide choices for SNACK and ACTIVE PURSUITS. Snacks that are of the "make or get your own and keep on truckin'" variety: graham crackers with peanut butter, frozen juice on a stick or in paper cups, apples, etc. work best for outside. Inside designate an area where kids can snack and move about, too. Trampolines, basketballs, skates, balance beams, jump ropes need to be readily available every day after school.

Avoid group snacks, group meetings, anything requiring being still for the first 15 - 30 minutes.

Use Large Picture Poster and small groups to relay information to kids. Large Picture Poster might be of kid working with clay with ART in big letters and a clock that reads 4:00 p.m. Kids will then know that at 4 o'clock, the clay will be available in art area for kids to use.

If getting all the kids together is necessary, avoid trying to keep them quiet. Instead, get them to yell and chant your message in their loudest voices. MOVIE: E T at 4:00 p.m. in REC ROOM POPCORN FOR EVERYONE with clean-up ticket. Choose one of the loudest, most active kids to help with this.

Have all adult staff and as many adult volunteers on the program premises, ready to interact one-on-one with kids, as they arrive from school. This is the time when kids have the greatest need to talk to a special adult and tell about their day. Some kids only need 30 seconds as they "jump to the sky" on the trampoline; others need longer, more involved listening. All need a special "Hello, Welcome and How's it going?" greeting; include a hug, pat on the arm, back, head, "High Five" or some form of brief physical caring touch.

Some kids have a need for quiet in order to unwind. Provide a sacred quiet spot where 2 kids or 1 kid and 1 adult can play checkers, do nothing, or whisper secrets.

STAY COOL. Do not allow the frenzy of the kids to turn you into a babbling idiot. Radiate peace, tranquility, and evenness. Instead of being caught up in the kids' turmoil, let the kids be caught up in your quiet.

Play a soothing, quiet music tape - the same one - each day as kids arrive from school. Some classical and New Age (thunderstorms and ocean waves) pieces are supposed to be especially relaxing.

AVOID all but the briefest interactions with other adults at this time. Make it a sacred rule that adults, including parents, who wish to talk with you, do so before or after the arrival time of kids. Do not accept phone calls, deliveries, inquiries, visits during that time. Do center attention and energy on the kids!

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DEVELOPMENTAL NOTES

SHOULD WE PROMOTE ANDROGYNY IN SAP?

by Lorena Roquebert

Sex-role socialization is taught from a wide variety of sources. Among them, schools and teachers have been shown to pressure children to avoid "inappropriate" activities. Boys and girls are taught to be different and to do different things. This happens when different activities are stressed for boys (like sports) and for girls (maybe music or dance), or when teachers encourage children's participation in "sex-appropriate" areas of the room, like the housekeeping area for girls, and the block area for boys.

Mental health professionals recognize today that a strong fixation to traditional sex-role standards can have negative effects on men's and women's psychological functioning. For example, many important characteristics needed for success are related to masculinity (achievement orientation, independence, assertiveness, competitiveness, and dominance) and differ substantially from the qualities generally attributed to women (nurturance, awareness of others' feelings, and easy expression of feelings). Therefore, for a woman with a strong fixation to an "appropriate" sex-role, success may entail a "loss of femininity" which can make her perform lower than her full capacity in order to maintain it.

As an alternative to traditional sex-typing, androgyny is proposed. It is defined as "the balanced blending of high degrees of both femininity and masculinity within a person." Since teachers and school-age program leaders exert a lot of modeling roles, they are in an ideal position to promote androgyny.

Sexism in schools (and school-age programs) is subtle. In fact, it is difficult to observe one's own sexist behaviors. Often we need a co-worker's feedback to increase our awareness. Teachers do categorize sex-typed behaviors for discipline purposes, unconsciously teaching "appropriate" sex-role behavior. For example, aggressiveness is suppressed in girls by discouraging rough play, although rough play is often tolerated in boys' play. Also, it is proven that boys receive more punishment, but also more praise and attention than girls. Teachers also have well-defined sex-role expectations for boys and for girls. Many teachers expect boys to master gross motor skills and girls to be docile, quiet, conforming.

In order to eliminate sex-role stereotyping in schools, some general suggestions are:

CONSCIOUSNESS-RAISING sessions for child care workers, recreation leaders and administrators to reverse stereotyping;

REVIEWS of the number of boys and girls in specific program functions, i.e., snack helpers, maintenance assistants, and kickball leaders.

ROLE-PLAYING and discussions about being male or female. Ask the kids how they feel if women did what men traditionally do, or if men did women's activities. Promote discussions on: Can women be doctors?, or Can men cook and take care of the house? Stress specific real-life examples of "non-traditional" sex roles, such as an uncle who cooks or a woman friend who is a doctor. Visits to the program can also be a good idea, especially when the mother of a child is a police officer or a mail carrier, or if the father of another child cooks for a living or is a nurse.

ENCOURAGE dramatic activities in which traditional sex-roles are challenged. Girls can be doctors, sport champions, truck or taxi drivers, and boys can be teachers, musicians or dancers, and secretaries.

Con't on p.7

SHOULD WE PROMOTE ANDROGYNY IN SAP?

Con't from p.6

GIVE many opportunities for kids to express their feelings about this topic either in drawings or in writing stories or plays which they can read or perform.

PROMOTE books which portray both sexes with equal abilities and needs. Some of these books can be: HELLO AURORA by A.C. Vestly, DOCTOR SHAWN by P. Breinsburg; WILLIAM'S DOLL by C. Zolotow; MOTHERS CAN DO ANYTHING by J. Lasker; MOMMIES AT WORK by E. Merriam; and NOT BAD FOR A GIRL by I. Taves.

PROMOTE boys and girls working together. Avoid using sex as a basis for splitting groups. Do not pit boys against girls. Encourage girls to dress in ways that allow them to participate in both indoor and outdoor activities.

MAKE SURE all activities, equipment, toys, and facilities are equally available for both sexes.

EXPECT girls to experience aggressive behavior, to get dirty, to participate in "boys" activities (such as block building, climbing, or bicycling).

Allow boys to experience tenderness and affection, to display emotions, and to participate in "girls'" activities (such as playing with dolls, with kitchen toys, or in doll houses).

BELIEVE in the equality of the sexes in order to pass this belief on to the kids. If androgyny is favored over traditional sex-role socialization, take on the daily responsibility to select activities which meets the needs of both sexes and through which androgyny is taught. See each kid as having unique skills and abilities, so as to promote individuals whose sex-roles adaptabilities enable them to engage in different activities without regard for the stereotypes of masculine and feminine.

<><> Lorena Roquebert is a student at Tulane University in New Orleans, LA. This article was written and submitted to SAN as part of her education course requirements. References for this article are available from SAN. Please include a SASE with your request.

ACTIVITIES

PLENTY OF FOOD, PLENTY OF HUNGER

a simulation game
(World Food Day is October 16th)

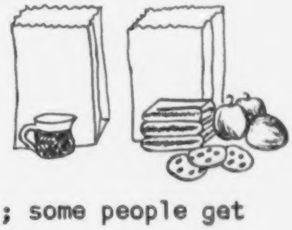
WHAT'S NEEDED:

Lunch bags filled as follows:

Bag #1: 1/2 cup plain cooked rice
Bag #2: 1 baked potato
few sliced carrots, green peppers
Bag #3: 1/2 peanut butter sandwich
Bag #4: peanut butter & jelly sandwich
1/2 apple
Bag #5: 3 peanut butter & jelly sandwiches
3 apples
3 oatmeal cookies

WHAT TO DO:

1. Divide into groups of five.
2. Tell everyone you have a special lunch for them.
3. Give out 5 lunch bags to each group of five: one bag for one kid.
4. As kids look in their bags to find what they have, observe and write down their comments and actions.
5. Discuss why they think it is unfair that one kid received only 1/2 cup of rice while someone else got so much. Equate this lunch experience to how this happens to people all over the world every day. Some people get plenty of food; some people get plenty of hunger.



Brainstorm solutions to how everyone can get enough to eat at your lunch. (Hopefully kids will recommend that everyone shares for more equal distribution.) Talk about how this can apply to world hunger. Kids may also want to share their wealth by raising money to give to a local hunger program. Be sure to talk about how it can be difficult to share your wealth even though you know someone received an unfair share.

ACTIVITIES

STRING TWISTING

WHAT'S NEEDED:

Yarn or string, many different colors

WHAT TO DO:

MEASURE out five pieces of string equal to four times the size of the kid's waist.

LINE UP all the pieces of string together.

ATTACH one end of the strings to a hook or knob.

HOLD the other end of string, very straight and tight.

TWIST all the strings together in one direction until twisted tight.
KEEP the strings taut and straight at all times.

FIND the mid-point of the strings and pinch with one hand, holding the free twisted end in the other hand.

FOLD the twisted strings at the midpoint. Tie both ends together. This may take two people.

LET GO of the twisted strings which are tied together at both ends.

WATCH with amazement as the strings twist together in a double reverse twist that will not untwist by itself.

Kids can make these twisted strings into belts, if desired.

* From MAKING THINGS, p. 88
(See p.15 to order).

SPIDERWEB MAZE

WHAT'S NEEDED:

Ball of string, one per kid. It works to use a different colors for each kid.

Cardboard tube or stick, one per kid

WHAT TO DO:

Give a signal to begin.

Each kid unwinds his/her ball of string, weaving around, under, over, between trees, bushes, posts, swings outside; chairs, tables, doors, inside.

A giant spiderweb will have been created when all the balls of string are unwound.

Challenge: Give each kid a stick or cardboard to rewind his string and remove the maze. Can it be done?

Use the string to fly kites on the next windy day!

*From BACKYARD VACATION by C. Haas, A. Cole, and B. Naftzgen.

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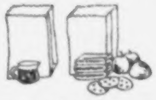
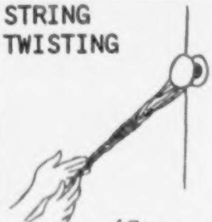
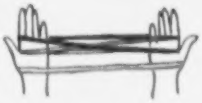
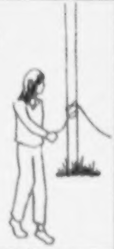
*Our thanks to an unidentified subscriber in Caliston, Montan
for the following information:*
I AM LOVEABLE AND CAPABLE by Sid Simon is the correct title
and author of the book used to develop the activity, THE IAL
STORY, on p.6 in the July/August '87 SAN issue.

CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
HALLOWEEN	GOBLIN BREW *(See p.3)*	HAUNTED HOUSE FEET FIRST *(See p.3)*	GHOST CAKE *(See p.3)*	RECORD A SPOOKY SOUNDS TAPE *(See p.3)*	HALLOWEEN FACES *(See p.4)*
HUNGER	PLENTY OF FOOD, PLENTY OF HUNGER  simulation game *(See p.7)*	Use tape recorder with mike to interview people about their ideas on world hunger. *See p.4* for ?'s to ask.	Visit a free lunch program. If possible volunteer to help with the meal.	Plan and prepare a nutritious snack for $.10 and $.25 per person. Make and give snack to free lunch program.	Write to music stars who do hunger benefits: Harry Belafonte, Gene Cotton, Kenny Rogers. Ask them why they work to eliminate hunger. Find out who Harry Chapin was.
STRING	STRING TWISTING  *(See p.8)*	STRING PAINTING Brush paint on 12" piece of string Place string in desired shape on paper. Fold in half. Pull end of string to make design Let dry. Repeat above steps with different colors as desired.	PLAY CAT'S CRADLE 	SPIDERWEB MAZE  *(See p.8)*	Buy fresh string beans. Wash, cut ends, remove string, steam to cook. Eat with butter or dunk in onion dip.
S A AWARENESS	Make and display school-age child care poster or flyers.	Write, practice, and perform a play on what kids like to do after school.	Make Bumper Stickers "SAVE HALF A CHILDHOOD SUPPORT SCHOOL-AGE CHILD CARE" Give to parents & friends for cars.	Have a "Write a letter to your local congressperson" Party. Invite parents and friends. Write about the benefits of SACC. Include photos of your program.	Give each kid a triangle flag-shaped piece of felt. Decorate with name & what they like best @ SACC. Attach string and fly from building.
POSTCARDS	Collect POSTCARDS from home & others. Request from Chamber of Commerce in different cities. Make a postcard map by cutting postcards in the shape of each state or province.	Pen Pal Day - Sept 22 Write: International Friendship League of Pen Pals, 22 Batterymarch St, Boston, MA 02109 to be matched with pen pal of own age & interests. Include a SASE.	Make own post card. Use 3 x 5 file cards, colored pencils, stickers, photos. 	POST CARDS DAY Oct 1 Invite post card collector to show their cards.	Make a rectangle PIZZA and decorate to look like a postcard. Use mushrooms for the stamp and cheese to write the message and address.
ME	GRANDPARENTS DAY (Sept. 13, 1987) Celebrate by inviting grandparents (and adopted senior citizens) to a party.	Have kids put 5 items each that are special to them (photos, pictures, or stories) in container. Put in TIME CAPSULE made from large cardboard box. Leave in the time capsule til Jan '88.	Design a "This is Me" Hat. Use plain caps, paper hats, felt hats. Add special "me" features. 	"ME" PIZZAS. Use 2 halves of English muffins per child. Put out sauce, grated cheese & toppings. Let each child make their own pizza as desired. Broil in oven until hot and cheese has melted.	ALONE DAY is Sept 18. Spend day creating a special "I want to be alone" space in your program. Make and post a list of fun things to do alone.

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TRAINING TIPS

HOW TO DO A WORKSHOP

by Bonnie Johnson

School-age child care professionals have many skills and much knowledge about working with school-agers from which newcomers to the field can profit. However, many veterans are hesitant to share their expertise through training workshops. They hesitate because of inexperience with doing workshops. This TRAINING TIPS therefore focuses on basics for doing an experiential/participatory type of training workshop.

THINK SMALL One fatal mistake beginner trainers make is trying to cover the whole child care field in 1 hour. Instead, zero in on one small patch and cover that fully. Maybe you are a real whiz at getting kids to put their stuff, supplies and equipment away OR doing magic tricks with kids OR putting on plays. Make that your topic and stick to it.

Sharon Meinhardt of Georgia says participants feel a workshop is worthwhile if they get one new idea or even a reminder of one good idea.

THINK ACTIVE. People learn best by doing. Plus participants bring their own accumulated knowledge which can be shared with the total group. In the case of magic tricks, the leader can demonstrate a magic trick, then let participants practice doing the magic trick. Some participants may have other magic tricks to share with the whole group.

THINK MINI-GROUPS People will share and participate more fully in small groups. Therefore, dividing a large group into groups of 3 - 4 increases sharing time for everyone.

THINK CONCRETE Give practical information that people can use in their programs. Written hand-outs of practical information, posters, slides, actual demonstrations, also are concrete ways to covey information.

When in small groups, give a concrete task to complete and then share with large group. For example, each small group could decide on and share a magic trick or a storage idea that works for them.

THINK HUMBLY AND HONESTLY Just because you are leading a workshop, it does not mean you know all the answers.

"I don't know."
"Does anyone know the answer to that question?"
"Let's explore that problem together."
"I don't have information on that."
"What have any of you tried in that situation?"

All of the above phrases let workshop participants know that you can be questioned, that you will give an honest answer and that you value their experience and ideas.

* *See P.11 and 12 for the DDADA technique which is useful in planning and leading workshops.*

Looking for a workshop on how-to-do a workshop? The 1987 NAEYC Conference in Chicago will have a workshop titled "I've Never Led A Workshop, What Do I Do?" Leaders Sharon Meinhardt (GA) and Anne Hunt (TN) will share their ideas (from writing a workshop proposal to how-to-lead a workshop).

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INTERESTED IN TRAINING IN YOUR AREA?

Rich Scofield is willing to help organize half-day and full-day school-age care planning and curriculum seminars in selected areas. Those interested in such training and with location sponsorship should contact Rich.

DIRECTOR'S CORNER

ORGANIZE AND HAVE FUN WITH DDADA

by Jim Therrell

DDADA is one of those rare all-purpose concepts. From play ground leaders to child care providers and principals, DDADA serves to easily ORGANIZE well-played games, activities, and even meetings.

DDADA is a simple, yet elegant concept, and one you may have used on occasion. However, conscious use of DDADA time after time will help your leadership to be more consistent and less stressful by:

REDUCING your sense of FRUSTRATION when participants do not understand the activity, and by

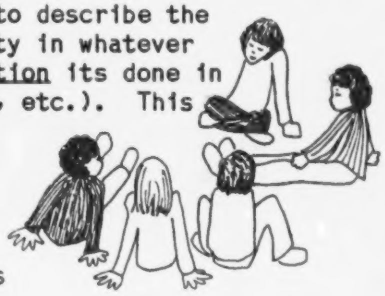
EFFECTIVELY using your ENERGY to ensure that the activity is easily organized and understood.

DDADA stands for Describe, Demonstrate, Ask Questions, Do, and Adapt. What follows is an outline of the DDADA concept and how you can apply it to organizing well-played games and activities. (Using DDADA even helps in writing articles!)

DESCRIBE

Once you have their attention (see "Your Attention. . . PLEASE!!!" in July/August '87 SAN issue), initiate the activity by making a good first impression. This will serve to make your entire presentation easier and more effective (much the same as when you meet someone). So tell your group that you are ready to play or do an activity by signaling with expectation or enthusiasm in your voice, your eyes and by way of other body language. Start with both the name of the game or activity (include fantasy whenever possible!) and the overall objective(s). Tell the group that you will describe and demonstrate the game or activity, then answer any questions. Also, announce that the game has guidelines (instead of "rules") which can be adapted to suit the group's goal of a well-played game or activity.

Next, be sure to describe the game or activity in whatever shape or formation its done in (circle, sides, etc.). This kind of visual information is crucial for comprehension of the rules or instructions which follow.



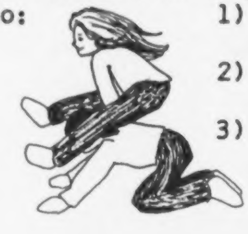
Position yourself on the perimeter of the formation where you can maintain active listening through eye contact. When you get drawn into the middle of a circle, you will lose eye contact with some of kids all of the time (this seems obvious, yet I see it happening all the time). If necessary, have kids sit during your description on their own space or "island" in order to keep their attention.

DEMONSTRATE

Whenever practical, perform the demonstration at the same time you describe the game or activity. This saves valuable time when you consider the usually short attention-span of your group.

Utilize the kids as well as yourself in the demonstration. You may want to move in slow motion as you describe in order to:

1) match the movements to your words,
2) not go so fast as to confuse anyone, and
3) add an element of playfulness to your role modeling.



Con't on p.12

ORGANIZE AND HAVE FUN WITH DDADA

Con't from p.11

Also, remember throughout your description and demonstration to foster safety mindedness by including any possible hazards and how to avoid them (wet grass or slippery floors, chairs, desks or other people to keep watching for).

ASK QUESTIONS

Now ask for any questions. The idea is to foster good listening habits as you describe and demonstrate, rather than allow for questions throughout the process - which tend to confuse participants and disrupt the flow of DDADA. If you have described and demonstrated clearly and succinctly to an actively listening group, you should entertain a minimum of questions. Be supportive of any questioners.

But do not get tricked into answering every little question! At a certain point, when questions become picky or start repeating, get on with the game or at least a practice round. The amount of time for describing/demonstrating the game, answering any questions, and starting to play, should not exceed 2-3 minutes in most cases.

DO IT!

It is a great idea to do a practice round. It is not for "real," takes the pressure off kids to perform, and will answer any lingering questions. As you move into full swing, caution them again about any hazards and specifically how to avoid them.

And if you want to feel the joy of participating, as well as provide the kids with a healthy role model, make sure you have overcome any excuses and jump into the thick of it! Experience has shown that, as a fellow player, you can more easily control the game or activity, have a better idea it if is safe, enjoyable, or getting old, and let go of an enormous amount of stress at the same time!

ADAPT IT

If everything works the first time out of the gate, stay with it. When mass anxiety, boredom, or chaos result, stop and change the guidelines: add more safety, change the boundaries, method of locomotion, method of being "it" or not "it," divide the number of groups or teams, or other guideline changes (see "Do You Need a M. A. P." in May/June '87 SAN issue). And rather than redo games or activities for the next time, try adding a different fantasy with slight modifications.

DDADA, when utilized, is a powerful organizing tool for any leader. It lends a much higher degree of consistency and competency to your leadership, makes being with kids more joyful, and reduces much of the negative stress and burn-out in the place where we "work."

<><> Look for more articles about Play Leadership by Jim Therrell in future issues of SAN. Jim is also available for free advice, workshops, staff training, program design and special events.

For more information, contact him at:

PLAY TODAY!
P.O. Box 126
Half Moon Bay, CA 94019
(415) 726-1954.

* * *

FROM OUR READERS

June 8, 1987

I just finished reading the May-June issue of SCHOOL AGE NOTES. I enjoyed it very much. I found the FEATURE article very informative.

We here at CAMP FIRE, also have a great concern for the devastating effects that the nuclear war issue can have on children. Our national office has developed two peace programs; A GIFT OF PEACE for grades 1-6, and IN PURSUIT OF PEACE for older youth and adults.

Thank you for covering such an important topic.

Sincerely,

Erich Peter Ditschman
CAMP FIRE Program Director

ED. NOTE: See p.16 for complete description of above resources.

PARENT'S CORNER: A PARENT HANDOUT

GOING HOME

by Gail Rosewater

After a hard day at work, and a trying drive through rush hour traffic, arriving at the school-age program to pick up your child, only to find them engrossed in an art activity that will take at least half an hour and four people to clean up is the last thing a parent needs!

This time of day can be very difficult for children too. Many kids, especially the four and five year olds, may be angry at being left at the beginning of the day (separation anxiety). When parents return at the end of the day, kids will often recall that anger. Then the kids may appear to be unwelcome of their parents and therefore unwilling to go home. Often a struggle will occur between parent and child, as regressive behavior appears. Children often are hungry and tired late in the day. (Kids tend to act a couple of years younger during stressful situations like hunger, sleepiness, etc.)

For some people, leaving anywhere is hard. It is hard to leave home in the morning to go to school, hard to leave school to come to day care, and hard to leave day care to go home. For these kids leaving at the end of the day is a doubly difficult time. Nonetheless, it remains true that we all must go home and that children need to develop positive and appropriate ways of leaving.

Try these steps and see if they make a difference for you:

SAME TIME EACH DAY Pick up your child at the same time each day. If your child and the teacher know when to expect you, they can have an activity occurring that is simple, and does not involve a large amount of clean up when it nears that time. Routine is important to children. It helps to build a sense of trust and security in a child. If you plan to come earlier or later upon occasion, call ahead and let the child and teacher know.

GREET YOUR CHILD FIRST When you arrive, greet your child first. A warm and friendly hello can do wonders for a loving relationship. School-age children often show signs of resentment when the day care teacher is greeted before themselves.

SPEND A FEW MOMENTS to share your child's activity when you first arrive. It will let your child know that you value what they spend their time doing at the program.

BE CLEAR WHO IS IN CHARGE A struggle is often created because the kids are not sure who is in charge of them when both parent and teacher are in the program space at the same time. Often the parent and teacher are unsure also. Watching each other's styles and feelings judged is a common feeling and occurrence.
We suggest:

Let the teacher assist the child in fulfilling the responsibility for clean-up.

When your child has cleaned up, the responsibility for getting their things together and leaving will be the parent's. Be firm and give clear expectations to your child. Follow through with your limits. Do not leave the room without your child. This sets up a chance for confusion on who is in charge.

SAY GOOD-BYE Have your child learn to say good-bye daily to the adults in the room. It not only helps with the emotional transition of leaving, it lets the adults know your child is leaving and that they are safe.

Gail Rosewater is Director of School-Age Day Care Center in Garrett Park, MD.

*This page may be reproduced
for distribution to parents.*

PARENT'S CORNER: A PARENT HANDOUT

HALLOWEEN NOTES FROM THE DIRECTOR

Reprinted from KIDS CLUB NEWS, October 1986. Programs interested in decreasing sugar consumption may wish to send a similar letter to parents.

My favorite time of the year is the autumn, and Halloween is one of my favorite holidays. The excitement of anticipating this day of socially-sanctioned fantasy and make-believe, the fun of discovering 15 ways (aesthetic and culinary) to use that wonderful vegetable: the pumpkin, and the exhilaration of autumn weather makes this holiday a time to savor.

Since I began working with young children 14 years ago, however, I have noticed a very sad side effect which I'll call the "Halloween hangover." All of the teachers of young children I know agree: children seem to be on an emotional rollercoaster after Halloween. The reason is not hard to guess. Researchers tell us that an elevated consumption of refined sugar plays havoc on children, both physically and emotionally.

Is this fair, that in the name of generosity and kindness to children, we make it possible for them to overdose on sucrose to the point where their behavior can only be described as "off the wall"? Isn't it like giving an alcoholic a quart of Jim Beam for Christmas?

Out of consideration to the children and the desire to preserve our own sanity, we have adopted a new policy at Kids Club:

WE DO NOT ALLOW THE CONSUMPTION OF CANDY HERE WITHIN TWO DAYS OF A HOLIDAY.

(So please do not send any candy treats to Kids Club for your child's group at Halloween, and please, please do not put candy in your child's lunches before and after Halloween.

As a staff, we have begun to think of ways other than candy to show our affection for the children and to celebrate together. When the Wise Guys were brainstorming ideas for the Halloween party we're co-sponsoring with Edina Park and Rec., the subject of candy for prizes came up and I announced that we would not have any candy at the party. There were many gasps of disbelief, long faces and a general chorus of "AWWWW!" around the table. But when the children asked why, I simply explained that when kids eat a lot of candy they get too much sugar in their blood and that isn't good for them. Once the children recognized that I was firm in my resolve and that I had sound reason on my side, they were able to shift gears immediately and could think of many non-candy prizes.

My hope is that many of you and your children's teachers will adopt a similar stance .....

THROW OUT the Mars Bars in favor of delicious pumpkin bread;

FORGET the caramel covered apples in favor of an apple filled with peanut butter and raisins;

DELIGHT the trick-or-treaters at your house with creepy plastic spiders, sugarless gum or balloons with a coin inside (for a double surprise when the balloon breaks!)

My hope also is that each and everyone of you will have a happy, healthy Halloween!

Linda Sisson
Kids Club Director

RESOURCES

WANTED! WORKSHOP PRESENTERS

Planners for the 1988 California School-Age Child Care and Recreation Conference are looking for workshops related to administrative issues, staff team building, accessing community resources, serving special needs kids and effective advocacy as well as program planning and child development.

If you are interested in being part of this exciting conference (Over 1400 school-age professionals were at the 1987 CSAC Conference, the largest SA Conference, ever!), send your workshop title, your name and address to:

CSAC Conference Workshops,
2269 Chestnut St, Ste 117, San
Francisco, CA 94123.

The conference will be held February 5-6 in the San Francisco Bay Area.

RESOURCES

SCROUNGER'S CORNER

Now is the time of year to approach local card and book stores, parents and friends for 1987 CALENDARS preferably unused. The calendar photos can be used for making collages, greeting cards, postcards, gifts; the numbers can used for making board games, new calendars, math games, plus whatever ideas the kids can create.

FEATURE REFERENCES

THE ANTECEDENTS OF SELF-ESTEEM by S. Coopersmith, 1967

SELF-WORTH AND SCHOOL LEARNING by Covington & Berry, 1976

"Social Behavior in a Play Group: Consistency and Complexity" by Roper & Hind, CHILD DEVELOPMENT, Vol 49, 1978.

RESOURCES ORDER FORM

ACTIVITIES, ACTIVITIES, ACTIVITIES

___	I Can Make a Rainbow	$14.95
___	Puddles & Wings & Grapevine	14.95
___	Kids' America	11.95
___	Amazing Days	9.95
___	Make Mine Music	8.95
___	Children Are Children	11.95
___	Big Book of Recipes for Fun	12.95
___	Trash Artists Workshop	8.95
___	Native American Crafts	8.95

The EASY-TO-DO After School Activity Series

___	Set A - Arts & Crafts, Cookbook, Holidays	12.95
___	Set B - Paper Capers, Puppets, Science Fun	12.95

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___	Outrageous Outdoor Games Book	12.95
___	Incredible Indoor Games Book	12.95
___	Come & Get It	8.95
___	Super Snacks	4.95
___	A Sigh of Relief: The First-Aid Handbook for Childhood Emergencies	14.95
___	A Kid's Guide to First-Aid: What Would You Do If . . . ?	5.95

NEW

___	Day Care Management Guide	29.95
___	Skillstreaming	13.95
___	Avoiding Burnout	14.95
___	School's Out-Nobody's Home	4.95

SCHOOL-AGE CHILD CARE

___	HALF A CHILDHOOD: Time for School-Age Child Care	$12.95
___	School-Age Child Care: An Action Manual	16.95
___	Activities for School-Age Child Care An NAEYC Publication	4.95

CHILD GUIDANCE & RELATED ACTIVITIES

___	Please Don't Sit on the Kids: Alternatives to Punitive Discipline	10.95
___	Creative Conflict Resolution	11.95
___	Self-Esteem: A Classroom Affair Vol. 1	9.95
___	Self-Esteem: A Classroom Affair Vol. 2	9.95
___	Private "I"	4.95
___	Cooperative Sports & Games Book	10.95

PROFESSIONAL RESOURCES

___	WHAT'S YOUR NEXT MOVE? (A board game for staff training)	34.95
___	Misbehaving'	12.95
___	Survival Kit for Teacher	11.95
___	School's Out—Now What?	10.95

___	MAKING THINGS: The Handbook of Creative Discovery	9.95

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RESOURCES

PEACE PROJECTS

"A Gift of Peace" project helps kids explore four peacemaking topics:
1. What peace is, 2. What a peacemaker is, 3. How to be a peacemaker, and
4. What a world of peace can be. Twenty-six activities focus on concern for nature, positive self-concept, conflict resolution skills, imagination and neighborliness.

"In Pursuit of Peace" project explores the same four topics as a "Gift for Peace" plus What war is and how it hurts. Twenty-nine activities focus on thinking critically and creatively, becoming involved with others, understanding war, knowing about nuclear issues, and understanding our dependence on others.
Each project kit: $9 One booklet: $1
Order from: Camp Fire, Inc, Product Service Division, 4601 Madison Ave, Kansas City, MO 64112

RESOURCES

WORKING WITH FOUR AND FIVE YEAR OLDS

"Good Teaching Practices for 4- and 5-Year Olds" is a 16 page position statement of NAEYC. It outlines both appropriate and inappropriate curriculum in a clear, concise and easy-to-read format. Available from NAEYC, 1834 Connecticut Ave NW, Wash DC 20009. Order #522 $.50 each

TRAFFIC SAFETY

FREE Traffic Safety Posters & Teacher's Guides, with activities for K-3 grades are available from the American Automobile Association. Great for starting the new school year. Check with your local AAA. Limited quantities.

* * *

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FEATURE

ORGANIZING A SCHOOL AGE COALITION: WHAT A LONG STRANGE TRIP IT'S BEEN

by David Martin

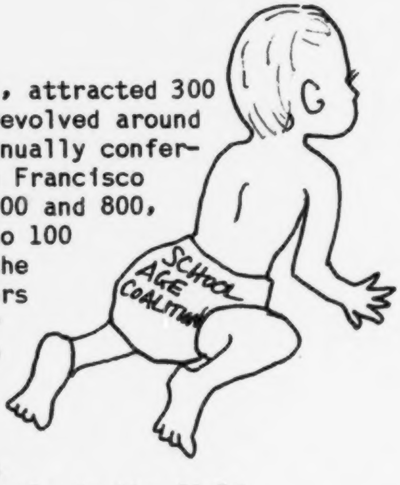
Seeds of Discontent

Picture if you can, or remember back if you're able, to those thrilling days of yesteryear when you were looking for compadres in the school age child care and recreation field. A myriad of reasons for the usually fruitless search would include: Training opportunities for staff; Advocacy efforts to local, state and national policy makers; Research sharing of materials, strategies; and Reviewing model quality programs for innovative approaches; and Other support/sharing experiences.

Perhaps your region of the country had mechanisms in place to fill these assorted needs. In California, however, most child development and recreation conferences did not offer opportunities for enhancement to the school age child care provider. A core of ten agency administrators, in concert with San Francisco State University's Early Childhood Education program and the Recreation and Leisure Studies Department, came together in 1982 to develop a conference for school age child care providers and the seeds of discontent were transformed into the birth of a loosely knit coalition.

Baby Learns to Crawl

Our first conference, held in February of 1983, attracted 300 participants. As the main comments received revolved around the need to continue this type of offering, annually conferences were held the following two years at San Francisco State University and attendance increased to 500 and 800, respectively. Besides offering lunch and 90 to 100 workshops for line staff and administrators, the morning convocation brought powerful legislators from the state capitol such as Assemblyspeaker Willie Brown (Dem-SF) and Senate President Pro Tem David Roberti (Dem-Hollywood), child development keynote speaker such as Docia Zavitkowsky, Mary Lane and entertainers like comedian Michael Pritchard to develop messages of support, advocacy and training to professionals in the field.



(con't on p.2)

SCHOOL AGE COALITION *(con't from p.1)*

It was after our third annual affair that foundations, corporations and organizations who had funded the three previous events said that they would not be inclined to fund a loose knit network for future events unless we formalized our status as a non-profit 501.C3 organization. Up to that time, various affiliate agencies received the funds, (City of Pacifica, Children's Council of San Francisco), acting as an umbrella sponsor for the group, paying the bills out of the donations and the minimal conference fees. Now we were told that it was time to clean up our act, develop a structure and formalize our conference committee. Thus, the founding of the California School Age Consortium was completed in 1985.

Beyond Conference Planning (Through the Toilet-Training Period)

After the third conference, the event outgrew the S.F.S.U. facility and the shift to new locations commenced with the Berkeley site in 1986 and San Jose in 1987. Conference attendance rose to 1100 and 1400 these last two years and now, for organizational purposes, we're faced with cutting off attendance at 1500 this upcoming year at Chabot College.*

The past success of the conference can be traced pretty easily:
- Low conference fee to attract line staff
- Lack of training opportunities
- Dearth of networking opportunities among those who feel isolated in their dedication, and
- Need for organized advocacy efforts.

The advocacy need is multi-pronged: expanding programming options for children, providing input to funding agencies on staff concerns from the field, upgrading the "babysitting" image to the professional care provider status that will allow us the "ears" of policymakers, and celebrating our chosen profession with peers in the field.

Certainly, nothing revolutionary inherent in these above mentioned activities. To bring about a forum for agencies who had little in common except that population served was not as easy as it would first appear. Park and recreation departments, school districts, resource and referral agencies, YMCA/YWCA's, scouting, boys/girls clubs, church groups and other child development organizations had not utilized each other to the degree possible, had not shared resources, combined events/outings, broken down organizational barriers nor worked out turf disputes as effectively before the coalition formed. The advent of CSAC did facilitate these processes among various agencies.

With the cooperative effort within a given region among like programs, the wheel need not be re-invented while working in a vacuum, service populations will not have to tread through burning coals to find suitable programs, and recognition of training needs need not be the individual domain of each program.

As school age provider networks continue to sprout nation-wide, expanding our linkages with practitioners from varied agency backgrounds, we are finding a wealth of experience, enthusiasm and acumen among the ranks. With the Wellesley School Age Project having brought together a host of resources and training materials to the field, with groups in Nashville, Atlanta, New Jersey, Florida and Ohio having come together to demand appropriate services, as parents become more vocal in their desire for school age provision due to the changing family prototype, as welfare reform advocates attempt to job train AFDC recipients, the issue of quality options for school age child care has become paramount. For coalition organizations in place, the time to issue the call for action is now.

Perhaps You'd Like to Share Your Joke With the Whole Class, "Mr. Smarty Pants"

The blueprints for development of a school age provider network vary, dependent on the individual needs of your community. In our state, training oppor-

(con't on p.3)

(con't from p.2)

tunities for staff were few and far between. The need for sharing was great and the desire for peer support was high. In other regions, perhaps lack of available space could be the rallying cry for action, forming a committee of program stewards working around freeing up potential buildings for school age child care uses. Some other issues used for developing a long term network out of short term needs includes:

>Developing school district and recreation department interagency agreements

>Building public/private partnerships between corporations in need of employee child care options and local governmental agencies

>Requests for school age child care funding to foundations/corporations targeting a particular area with high needs using different organizations to meet the demand, and

>Organizing state advocacy efforts aimed at non-supportive public officials.

These are just a few of the issues that have brought groups together. Having tasted some success with their short term needs, many of these groups have continued their alliances, realizing validity in the old adage "In union, there is strength". I can guarantee that once the group is victorious in the short term, abandoning the task force while each group fights their individual "demons" alone will not seem an attractive alternative.

Where Do We Go From Here or Where's That Crystal Ball?

The California School Age Consortium, besides developing the annual statewide conference, will be involved in an extensive array of activities during the upcoming year. These include regional conferences in the Orange County/San Diego/Riverside area (southern section), Los Angeles (LA CSAC) and San Luis Obispo (central coast section). Sectional development is a must for any statewide group in a geographical area as big and diverse as California. Six sections are envisioned with three in place currently and three in the process of formation. Publication of our quarterly newsletter for members (5 issues so far) will, of course, continue while training and technical assistance provided to member agencies is an ongoing process. CSAC will continue to offer workshops at national and state conferences, advocate on behalf of members to government agencies and other funders, and attempt to raise the awareness regarding the needs of school age care organizations to the media where warranted.

New directions include contractual arrangements with the California State Department of Education to formulate a program quality review document to be used by all state subsidized SACC programs, negotiating with California State Department of Social Services regarding child care provisions for mandated job training participants under a Welfare Reform Bill, development of technical assistance grants to state programs in need of assistance and development of a resource library for members' use.

In the "Ballad of John and Yoko" when Lennon said "Christ, it don't come easy", he could have been singing about the hopes and fears along the School Age Child Care Network trail. However, the support, friendship, sharing and effective team building that has been nurtured thru the development of the organization has made the trip truly worthwhile.

* *The 1988 CSAC Conference will be held on Feb. 19 & 20th at Chabot College in Hayward, CA (San Francisco Bay Area).*

<> David Martin, President of CSAC, is director of Child Care Services for the City of Pacifica and Chairperson of the Child Care Committee for the California Park and Recreation Society.

'629

ACTIVITIES

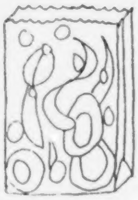
MARBELOUS GIFT BAGS/PAPER

WHAT'S NEEDED:

large pan (13" x 10" or longer)
oil-based paint - a variety of colors
water
plain white paper or paper bags
turpentine or paint thinner (for thinning paints and for clean-up)
wooden or plastic stick (for stirring)

WHAT TO DO:

1. Fill pan with half inch of water
2. Pour in small amounts of different colors of paint
3. Swirl paints with stick to create a pattern
4. Place paper on top of surface. Press and tap paper to be sure paper makes good contact with paint
5. Lift one corner of paper, then the other to remove paper from paint
6. Lay paper out to dry. Drying time depends on thickness of paint



Note: This can be a messy project. Rubber gloves, newspaper and aprons can make for easier clean-up and less paint damage to work areas and clothes.

From TRASH ARTIST WORKSHOPS
See p. 15 to order

DOT DAY

Using magnifying glasses, have kids examine comic strips, magazine photos, even the TV screen. They should be able to see how the pictures are made up of many dots: small round circles which blend together to make pictures of people, animals, objects. Have available paper, pencils (regular and colored) for kids to create their own dot pictures.

* According to AMAZING DAYS, George Seurat, a French artist born on Dec. 2, 1859, "used tiny dots of color to make large, brilliant pictures."

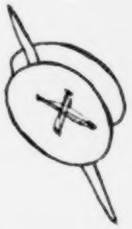
SEW YOUR OWN YO-YO

WHAT'S NEEDED:

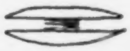
one-inch (or longer) matching buttons, (2 for each yo-yo)
toothpicks
heavy duty thread
needles
string

WHAT TO DO:

1. Sew two buttons together, with toothpick between the buttons to create a space.



2. Remove toothpick.
3. Wind thread around the middle to make a strong connection. Sew through thread connector and cut thread.



4. Tie 36 inch length of string to thread connector and wind around.
5. Loop end of string and have fun with the Yo-Yo.

From AMAZING DAYS (see p. 15 to order)

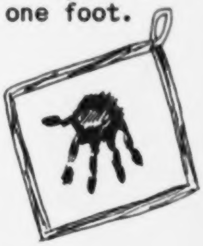
HAND OR FOOT PRINT POT HOLDERS

WHAT'S NEEDED:

plain, homemade or purchased pot holder
fabric paints...paint brushes...
newspaper...tape...
permanent markers (optional)

WHAT TO DO:

1. Tape the pot holder onto a newspaper-covered surface.
2. Brush paint onto palm and fingers of one hand or on bottom of one foot.
3. Place painted hand or foot on the pot holder. Slowly, remove hand or foot so that the print remains on the fabric. Allow to dry.
4. Write name under print.



From Kids With Love. See p. 15 to order.

CONFLICT RESOLUTION

THE FIDGIT FACTOR

by Bonnie Johnson

Last year, an article about a Boys Chorus appeared in the local newspaper. The fearless leader of the Chorus discussed his methods in leading, teaching, coercing his team to practice and perform musical feats. One characteristic, mentioned about the boys, immediately caught my eye: the leader called it "The Fidgit Factor". He didn't go on to describe what it was but I knew without being told. I imagine that most , if not all, of you need no elaboration either. But if you do, I'll give you a hint. When asked how he managed "The Fidgit Factor", he said "I yell alot"!! I know that faced with "the fidgit factor", I have strong urges to "yell alot" myself. But, I have difficulty admitting that privately, never mind to a newspaper reporter! Plus, I may have yelled but not because I advocated it as a teaching or discipline method!

However, I started thinking: Most of the kids in the chorus were 8 to 12 years of age. Day in, day out, working with school-age kids - what do you see? Right! Fidgit Factors: their bodies are in constant motion. Oh, sure a few kids are quiet but even a certain percentage of the quiet ones will let their latent Fidgit Factor leap out when in a group. (So you can't even count on them.)

So, the fidgit factor is a fact of life. It's not something we're doing wrong. It just is! It is school-age kids with physical energy - energy that comes out in foot tapping, finger drumming, fiddling with dials and objects, rocking, twisting, tripping and shoving each other. But it is fidgit factor that drives so many of us crazy!

WHAT DO WE DO? We want peace, quiet and order, right? Well, maybe school-age child care is not our calling! But if you are sure you really love school-agers and really want to still work with them, try these tips.

PROVIDE kinesthetic and vestibular stimulation: rocking chairs, rope swings, hammocks, trampolines, soft bean bag chairs, soft blankets, large soft sweaters, soft capes, sand, water*.

PUT MOTION into activities: create impromptu movements to go with clay working or legos or monopoly or other activities. These movements can be simple swaying or intricate foot steps: whatever suits your talents and needs.

LISTEN to background easy listening music for the whole group or head set tape recorder for individuals.

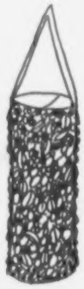
* Sand and water can be two of the most soothing mediums for any age child or adult. Even a dishpan of either material is enough space for "sifting" sand or water thru one's hands. It really feels so good!

************* ACTIVITIES *************

BIRD FEEDERS

WHAT'S NEEDED:

tissue paper roll or pine cone
yarn or string
bird seed
peanut butter
hole puncher
cookie sheet or aluminum foil



WHAT TO DO:

1. Punch 2 holes in side of roll, 1/2" from top edge.
2. Spread thin layer of bird seed onto cookie sheet or foil.
3. Smear thin layer of peanut butter over outside of roll or cone. Then roll in bird seed.
4. Attach yarn to bird feeder to make a hanger.

From FROM KIDS WITH LOVE.

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DEVELOPMENTAL NOTES

LIVE SCIENCE: RATS!

by Ed Rodriquez

Affectionate and highly intelligent creatures, pet rats provide an atmosphere which encourages kids to interact with each other by discussing the rat's personality and behavior traits. Kids learn how to be responsible for another life and how much work is needed to properly care for a pet. In addition, rats can help to instill within each child a respect and appreciation for all life. Although it may surprise many people, kids can often be seen in a corner of a room snuggling up or holding and cuddling a pet rat.

Before you rush to the pet shop to buy a rat for your program, consider this:

BUY a small rat, preferably a female. The male's urine has a stronger odor which can permeate the entire room. A small rat enables the kids to grow and learn along with the rat. In addition, the children can better train the rat to do tricks, go through a maze or an obstacle course.

OBTAIN a cage to house your pet. A cage needs to be big enough for the rat when she is full grown and roomy enough for her to move around in. The cage needs to be easy to keep clean and sterilized. (I prefer a 10 gal. glass aquarium, with a lid, to a wire cage.) Pine shavings work well for the pet's litter. As a rule of thumb, change the litter twice a week. Wash the cage with soap and water twice a month and sterilize it once a month. Choose a water bottle and food dish big enough to supply food and water for four days. To insure a balanced diet, be sure the food contains grain and bird seed. Supplement their diet with vitamins. Vionate can be add to the food and Avitron to the water.

Training rats provides children with an opportunity for them to discover and learn how rats develop mentally and physically. Explain to the children that it takes time and patience to train a rat. Let the children decide which obstacles and tricks they want the rat to perform, as well as construct the necessary equipment needed to train the rat. Encourage them to contribute their ideas and feelings about what the rat could learn and try. Experiment with different types of treats that the rat will enjoy for a reward. Each trick and obstacle should be broken down in small steps. Before the rat goes on to another trick she should master the first one. Only reward the rat when she successfully completes the task.

Mazes provide different challenges for the rat. Mazes can be simple or complex. Construct a maze out a cardboard or wood but the wood will last longer. Kids will probably enjoy timing the rat's run through the maze, as well as keeping a chart of the rat's progress. Remember to start the rat and place the food at the same place. Hunger is the driving force for a rat to learn. At night put a small amount of food in the dish. This way the rat will still be a little hungry for the next's day training.

In constructing obstacle courses and mazes, create an atmosphere where the school-agers are able to explore and develop their own ideas. Give as much guidance as will be needed to complete projects. Remember the project should reflect the child's, not the adult's, idea. When helping a child to build a piece of equipment, such as for the obstacle course, first ask: "What do you want the rat to do?" Then ask them to put their ideas on paper. This way any problems with the design can be worked out on paper, preventing mistakes with wood. It is not as important what the kids come up with, as it is that kids have opportunities to express their creativity.

(con't on p.7)

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LIVE SCIENCE: RATS! *(con't from p.6)*

Pet rats provide school-agers with opportunities for responsibility, caring, sharing, teaching, construction and creativity. What more can one want?!

HURDLE

WHAT'S NEEDED:

1 1/2" x 6" x 6" board
2 1/2" x 1" x 3" board
4 nails

WHAT TO DO:

Measure and mark with a pencil 1 1/4" from one end of each 1" x 3" board.

Nail the 1" x 3" boards to each end of the 6" x 6" board so that the 1" x 3" boards are centered.

Stand hurdle upright on 1" x 3" boards.

Teach rat to jump over.

<><> Edward Rodriquez is a Resource Specialist in Sacramento, CA

* * *

THE MUSIC BEAT

LOVE IS A CIRCLE

by Phyllis Unger Hiller

Love is a Circle, Round and Round
Love is Up, Love is Down
Love is Inside Trying to Get Out
Love is Whirling and Twirling About.

CHORUS

Love is a Circle, It Knows No Bounds
The More You Get, The More Comes Around
Love is Ours Alone to Give
It Lives in Us, It's Beautiful.

Words and music, from the album RAMO, A Love Story for Children, which provides an experience with music and self-esteem enhancement. Available on tape for $9.95

Order from:
Oak Hill Music Pub. Co, PO Box 120068, Nashville, TN 37212
© 1971 Used with permission.

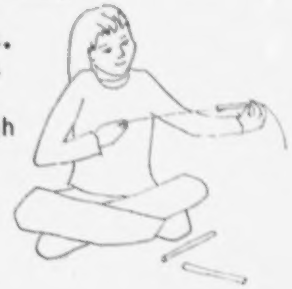
ACTIVITIES

SODA STAR OF DAVID

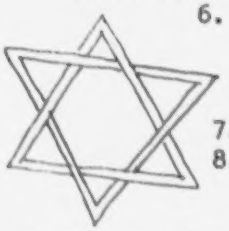
MATERIALS NEEDED:

plastic or paper straw (6 for each kid)
strong string
thin, bendable wire (10" long)

WHAT TO DO:

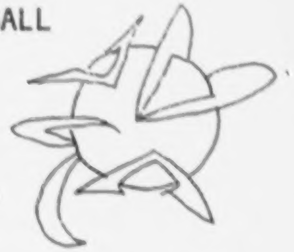


1. Bend the wire to form a small thin loop.
2. Tie one end of string (cut to three times the length of a straw plus 6 inches) to wire loop
3. Form a triangle with three straws. Using the wire as a needle, thread the string through the straws.
4. Tie the ends of string together.
5. Repeat step #3 with remaining three straws.
6. Before tying, interweave second triangle inside first triangle to form a star.
7. Tie strings together.
8. Glue the two triangles together at intersections to stabilize the star.
9. Suspend from ceilings or windows. Use several to make a mobile.



By Beverly Blasucci.

STAR BALL



WHAT'S NEEDED:

7 paper circle disks...
scissors... thread...
fishing line...ornament hooks

WHAT TO DO:

1. Fold 6 disks in half; Cut a slit about half way
2. Place cut disks over flat disk to create star.

From MAKING THINGS See p. 15 to order
Star ideas contributed by Donna Woody of Tucson, AZ

ACTIVITIES

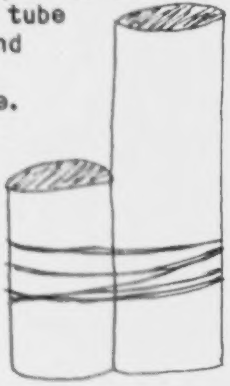
CARPET-TUBE BONGOS

WHAT'S NEEDED:

carpet tubing**
small straight saw
pencil
1/8 inch paneling, plywood or thick
sturdy cardboard
glue
masking tape
string, colored yarn or thick rubber

WHAT TO DO:

1. Saw carpet tubing into two pieces: one 12 inch long and one 8 inch long
2. Cut 2 circles out of paneling, plywood or cardboard equal to the diameter of the carpet tube
3. Glue a circle to one end of each tube. Tape in place with masking tape.
4. Glue tubes together at the sides. Wrap with string, yarn or rubber band to hold securely in place.
5. Decorate
6. Hold bongos between knees and beat out a song



** Carpet tubing may be obtained from carpet stores. It is used to hold carpet and is usually discarded after carpet is unrolled. Empty oatmeal containers, juice cans, paper towel tubes can also be used. However, they are less durable and will produce different tones than the carpet tube. Also the trip to the carpet store and sawing the carpet tube are two experiences the kids would not have if other materials are used. Sometimes, what is fun is to have many different materials and allow the kids to experiment with different mediums.

* From MAKE MINE MUSIC. See p. 15 to order

INNER GIFT GIVING*

MATERIALS NEEDED

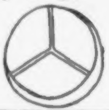
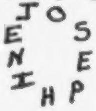
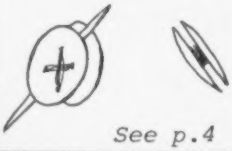
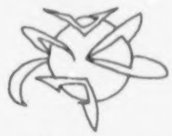
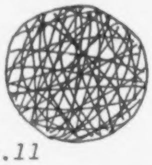
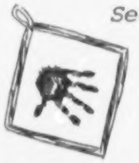
candles
matches
darkened room

WHAT TO DO:

1. Have kids sit in a circle
2. Tell kids this is time to share gifts with each other to celebrate (name of holiday). But this will be sharing of gifts that we cannot see or touch. These gifts will be from the inside of the giver to the inside of the receiver.
3. As each person gives an inner gift, have them light a candle.
4. Start this activity by having an adult give the first gift, (so kids can get the idea).
5. Example of inner gifts are:
   A) "Josh, (who loves nature) I wish for you the gift of continuing fun of discovering the winter homes of animals in this winter."
   B) "Lee, my gift wish for you is the making of many new friends when your family moves next week."
   C) "Shanelle, I wish for you smiles and warm feelings when you take care of your new brother.
6. After each person has received their gift(s) the room will glow from both each person and from the candles.

* From FAMILY FESTIVALS, Dec 83/Jan84,
160 E. Virginia Street #290
San Jose CA 95112

CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
CIRCLES	Make different snacks in circle shape: pineapple rings, fried onion rings, pancakes, mini-pizzas, ice ring filled with fruit to put in a punch bowl; ice cream cookie sandwiches.	Recycle old greeting cards. Cut off picture side and mail like a postcard. Make up your own greeting and decorate as desired.	Using different lengths of thick rope - 10',6',3', lay ropes on floor in circles. Kids can dance in rope circles; do lassoeing and more.	Celebrate DOT DAY (Dec. 2) by making a picture out of solid circles (dots). *See p.4*	SING "LOVE IS A CIRCLE" *See p.7*
CIRCLES	Make "bean" bags. Cut 2 6" circles out of cloth. Sew together leaving 2" opening. Turn inside out and fill with scraps of cloth. Overstitch to close. Toss into circle containers - pot, hamper, wastebacket.	Bake round cookies. Frost with peace sign (use 3 ozs. cream cheese to 1 T. honey). 	Design and make your own seal. *See p.11*	Create a design using the letters in your name by arranging in a circle. Decorate. Paint onto T-shirt, tennis shoes, cloth or paper banner. 	SEW YOUR OWN YO-YO  *See p.4*
STARS	STAR BALLS  *See p.7*	LACY STARS  *See p.11*	SODA STRAW STAR OF DAVID *See p.7*	Star snack: Serve slices of star fruit (dried or fresh). (Check with large grocery stores to find it.)	Learn about one new star pattern in the sky. Make a large poster of it. Invite an astronomer to talk. Visit a planetarium.
GIFTS	INNER GIFT GIVING *See p.8*	MARBELOUS GIFT BAGS OR PAPER *See p.4*	Using plain scrap paper or newspaper, practice the art of gift wrapping. Maybe you can find an "expert" to share their tips.	Arrange for FIRE DEPT. to review fire safety tips. Remember Nov. 9th is SMOKEY BEAR DAY. (See p.14 for Health & Safety Gifts)	Make a cup or bowl from self-hardening clay. Decorate with holiday symbols. Fill with fruit and nuts, the cup symbolizes unity.
GIFTS	Collect broken colored glass from neighborhood roadside, play & park area. Make chimes by tying pieces of glass to string & suspend in the air	HANDPRINT POTHOLDERS *See p.4* 	HOMEMADE SOAP BALLS *See p.13*	BIRD FEEDER *See p.5*	CARPET TUBE BONGOS *See p.8*
RATS	RAT RESEARCH: Check with high school or college about experiments with rats. Read books about pet rats. Visit pet store. Have pet rat owner bring rat for visit.	Obtain "home" for rat. Try garage sales & second hand stores for glass aquarium or wire cage. How about having work project for $ to buy "home."	BUILD HURDLE *(See p.7)*	MAKE OBSTACLE COURSE	Make a chart to record the rat's daily progress.

TRAINING TIPS

FAMILY DAY CARE INDEPENDENT STUDY

If you take care of children in your own home and want helpful training, think about enrolling in Family Day Care Independent Study. This program, offered by the University of North Carolina at Chapel Hill, is made up of two correspondence courses, Family Day Care Management and Building Quality in Family Day Care.

Course 1: Family Day Care Management gives basic information on managing a family day home. Included are practical suggestions for working with parents, keeping business records, creating a healthy and safe environment, providing nutritious food, understanding different cultures and making use of community resources.

Course 2: Building Quality in Family Day Care gives information on how to set up your home and do activities so that children learn and grow from their experiences with you. Topics include the use of space for play and learning, child development and growth, planning activity programs, handling behavior problems, care for the school-aged child, and working with children with special needs.

FOR MORE INFORMATION:
Independent Study by Extension
Abernethy Hall 002A
UNC at Chapel Hill
Chapel Hill NC 27514

WHALE TRICKS

from SUCCESS, June 1987

Kenneth Blanchard, co-author of The One Minute Manager, picked up a few tricks from whale trainers that he advocates for working with employees. We would add: and for managing school-agers. That's right: trainers who train WHALES. No, they don't use whistles and belts and sticks and whips. Instead the whale trainers build mutual trust; they develop a caring relationship with the whales before they begin any training. Next, they give immediate positive feedback for positive behavior. Positive feedback might be food but more often is a pat on the head or a tongue scratching (which the whales will do almost anything for!). Last, they give a 3-second stare for misbehavior. Because the whales' trainers have a caring relationship, the 3-second stare lets the whales know they are out-of-line and that the trainers are watching. Whales bounce back into right behavior because they want to be in good standing with their trainers.

Mutual trust, positive feedback, pats on the back, and limit-setting (the three-second stare) for unacceptable behavior are key factors in successful management of whales, employees and kids!

EARLY ADOLESCENT AFTER SCHOOL RESOURCE

3:00 to 6:00 PM: PROGRAMS FOR YOUNG ADOLESCENTS is a 173 page resource overflowing with information. High quality after school programs that effectively respond to the key developmental needs of the 10-15 year olds are identified and described in detail. A wealth of ideas about program activities, administration, fund-raising, public relations, inservice-training, facilities, program evaluation and staffing is covered.

Written by Leah Lefstein and Joan Lipsitz from the Center for Early Adolescence. To order, See p. 15.

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ACTIVITIES

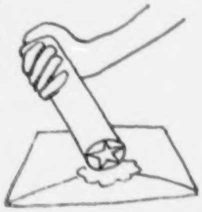
SELF SEAL

WHAT'S NEEDED:

wooden dowels, inch in diameter...
small saw... small pen knife... scissors
rubber bands, plastic strips, faucet
washer string, aluminum foil...
white glue... salad oil - cheapest brand...
sealing wax... matches...
envelope to be sealed...

WHAT TO DO:

1. Measure and mark a three-inch length on dowel.
2. Saw through dowel at 3" mark.
3. Create personal seal. First on paper, then on one round end of dowel. This could be the child's initials, special word, soccer ball, or a "play on words" of child's name (for example, for the name WALKER, seal might be a SHOE, or for CAINE, seal could be CANE) or abstract design, or even a holiday design. Glue aluminum, plastic strips, rubber bands or a rubber material used to make your own faucet washer onto dowel end to create the seal design.
4. Allow to dry. You may want to spray with clear acrylic to make seal more durable.
5. Brush salad oil onto seal surface.
6. Place envelope on table, back side up.
7. Hold sealing wax over envelope. Light match and hold close to end of wax, allow to drip onto envelope. When wax is large enough to accommodate seal, blow out match, put down sealing wax and quickly imprint seal into soft wax.



8. If imprint is unclear, not to the child's liking, or wax hardens before imprint can be made, just add a little more melted wax and try again.
9. Encourage kids to experiment with different ways to make designs and clear, sharp lines on wax seal.

NOTE: Kids may want to seal all their holiday greeting cards with their seal.

See WRITING CRAFT WORKSHOP for information on how to make a seal out self-hardening clay. This book can be ordered from SAN by adding it to the order form on p. 15. Price $8.95

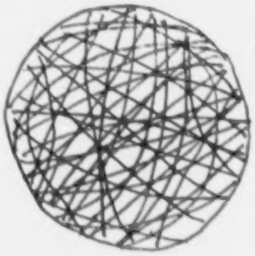
LACY STARS

WHAT'S NEEDED:

balloons... thread... string...
liquid starch...
small container (baby food jar,
margarine cup)

WHAT TO DO:

1. Blow up balloon. Suspend over a work area.
2. Put thread in small container.
3. Cover thread with liquid starch.
4. Wind thread snugly around balloon, leaving open spaces to create star effect.



5. Cut thread and smooth down.
6. Let ball dry for 24 hours.
7. Remove balloon by puncturing and pulling through opening.
8. Hang lacy stars where desired

From SUNSET, submitted by Donna Woody in Tucson AZ

BOOK REVIEW

PROGRAMMING FOR SCHOOL-AGE CHILD CARE
A Children's Literature Based Guide

by Melba Hawkins

Drawing upon the rich and varied world of children's books, this 125 page guide matches a short description of recommended books with unit- and theme- based activities in an easy-to-use format.

Titles from children's literature (for 5 to 8 year olds) are presented as a basis for experiences in arts and crafts, music, creative dramatics, and cooking. These easily implemented activities provide an enriching program that encourages the development of individual self-confidence, interests, and skills, as well as opportunities for relaxed social interaction with peers and adults.

Children's books include old time favorites: WHERE THE WILD THINGS ARE, STONE SOUP, THE GINGERBREAD BOY and A BIRTHDAY FOR FRANCES as well as more obscure titles: THE DAY THE TEACHER WENT BANANAS, TIKKI TIKKI TEMBO, ARTHUR'S CHRISTMAS COOKIES, A CHAIR FOR MY MOTHER and GIBERTO AND THE WIND.

A selected annotated bibliography of resources specifically related to children's literature and art, creative dramatics, music, cooking, and special days is included at the end of the guide.

It is written primarily for workers in school-age child care and extended day programs, but recreation, scouting, and camp programs and libraries will also find it a valuable resource.

Available from: Librarian Unlimited
P.O. Box 263
Littleton CO 80160-0263
(303) 770-1220
$23.50 U.S. $28.00 elsewhere

LETTERS FROM OUR READERS

July 31, 1987

Hats off to a terrific, July/August 1987, issue on warm fuzzies! I am already sharing your ideas with child caregivers and parents in New York State!

Keep up the excellent newsletter!

Anne M. Genecco, Cooperative Extension Agent
Regional Human Development Spec., Canandaigua, NY

August, 1987

I am writing in response to the article in your 1987 July-August issue of School Age NOTES entitled , "Employer Supported Child Care". Sick child care seems to be the "ultimate" in child care these days. It is highly praised as a great innovation. I strongly disagree with those evaluations. The whole idea of sick child care makes me ill.

Recently, in local newspapers, sick child care has been advertised: "your child is sick and has to stay home", the ad reads, "you're sick because you can't". A blonde haired child, holding a blanket in one hand, grasping his miniature director's chair in the other, is pictured. A stuffed animal with the same hapless look as the child, is beside the chair. But, the ad says, your problem is solved. Never fear, Tender Care is here. Now your child can be sick at home and you can go to work. For $8.95 per hour a competent child care worker will come to your home. Or, for $30.00 per day, you can bring your child to another place called Chicken Soup. He or she can be sick there instead of a parent having to stay home from work. Some corporations will even pay a portion of this sick child care.

Never mind that children are our greatest resource, never mind that corporations could be pressured to grant leaves to parents to care for their sick children. Never mind that mothers and fathers could take turns caring for a sick child. Never mind that we as parents could turn down any job which does not allow us to take days off when our children are sick. Who needs it? We have the solution.

Just one consideration we have neglected - our children. What does it feel like to be a child, to be sick, and hear your parent say, "I have an important meeting today, I have to go to work." And then , "I'll be calling Tender Care, they'll send some perfectly nice stranger over to sit with you". Or, "I'll take you to Chicken Soup and they'll have a nice little bed for you."

Never mind that what the child hears is that in sickness and in health your job is the winner and she/he is the loser.

Janice M. Jordan, Director,
SACC Wayzata School District, Plymouth MN

DIRECTOR'S CORNER

INTERESTED IN THE NATIONAL SCHOOL AGE NETWORK?

Then come to the National Association for the Education of Young Children (NAEYC) 1987 Annual Conference in Chicago, Illinois, on November 12-15. One pre-conference and one special interest session will focus on the blossoming NATIONAL SCHOOL AGE NETWORK. If you want to be a part of the infancy and early growth of this NETWORK, be sure to attend:

A Look at School-Age Child Care in the 80s, a preconference session to be held Thursday, November 12, 9 a.m. - 3:30 p.m. In addition to the why's and how's of a National SA Network, other concerns to be addressed include: building regional and state coalitions, achieving quality SA care, starting programs and developing curriculum.

School-Age Interest Group , on Friday, November 13 at 6:00 pm, will focus on training, administration, advocacy and networking as relates to SACC. Both events are presented by The National School-Age Network (SACC Caucus).

SCHOOL AGE NOTES will present the workshop: "How to keep school-agers from driving you crazy - practical developmental strategies."

CONFERENCE WORKSHOPS include:

Snoozing frogs and lazy dogs: quieting and relaxation activities for children...Parachute play with young children...Serving the special needs population in school-age child care programs...Creative challenges without chaos: curriculum ideas, environments, choices, & grouping... It takes courage to grow: encouraging leadership skills in school-age children...A closer look at school-age child care: examining our space, schedule, and curriculum... School-age child care in the summer: hot time for children and a cool breeze for parents!...First impressions are lasting impressions: orienting new staff to your school-age program...Designing interior spaces for school-age child care in institutional settings...Flexible school-age programming: meeting the needs of families...Stretching the dollar in school-age child care programs...Cooperation and competition in school-age care programs...

Girls Clubs of America's Operation SMART: a program that encourages every girl in Science, Math, and Relevant Thinking...Teaching conflict negotiation and problem-solving skills to young children...Who's in charge here? ... Techniques for working with difficult children...School-age training issues...Discovering our children's potential: developing an after-school program that meets their needs... Essentials of effective sacc: security, supervision, and stimulation...Successful curriculum approaches for school-age child care: meeting the needs of the group and the individual...Involving parents and the community in school-age programs...Child care programs in public school settings: how to get started...School-age latchkey programs for children and youth in Europe...Journey through air and space - aviation and space activities that will make the learning process fun and exciting...

For more info about the Conference, call NAEYC at 202-232-8777 or 800-424-2460.

We look foward to seeing you there!

Rich + Bonnie

****

ACTIVITIES

****

HANDMADE SOAP BALLS

WHAT'S NEEDED:

soap flakes...water...food coloring...
mixing bowl...aluminum foil...
measuring cups and spoons...large spoon

WHAT TO DO:

1. Measure 2 cups of soap flakes into mixing bowl.
2. Add 1/4 teaspoon food coloring to flakes.
3. Add small amounts of water (2 tablespoons at a time, up to about 1/4 cup). Stir until soap pulls away from the sides of the bowl and forms a ball. Mixture should be thick but not sticky.
4. Roll 2 teaspoons of soap mixture into a ball using the palms of hands.
5. Place the finished soap balls on foil.
6. Allow the soap balls to dry for about a week.

From FROM KIDS WITH LOVE.

HEALTH & SAFETY

HOLIDAY HAZARDS

The holiday season is a joyous time. It is also a time to refresh our health and safety knowledge specific to the season.

HOLIDAY PLANTS such as poinsettia*, mistletoe, Jerusalem and holly plants are all poisonous if eaten. Although school-agers are less apt to eat these plants, they may have younger friends, cousins or siblings who are more likely to eat these potentially dangerous plants.

ARTIFICIAL FLOCKING on holiday trees can cause an allergic reaction in some people. Sometimes the person does not even have to touch it; they just have to be in the same room. Therefore, avoid having a tree decorated with artificial flocking and let parents know about this health hazard.

OVEREATING of holiday treats can result in an increase in irritability, uncomfortable abdominal fullness, out-of-bounds behavior and sluggishness. Instead have holiday treats of fresh fruits and vegetables; substitute concentrated fruit juices for refined sugars in baked goodies; and curtail indulgences - setting an example for the kids. (No easy feat, we know!) SUPER SNACKS has great sugar-free snacks.

FIRE is an even greater risk during the holiday season. With many holiday experiences evolving around making and lighting candles, cooking holiday treats and potentially flammable materials used for decoration, fire safety tips can help avoid nasty and painful burns and potentially save lives. In CURRICULUM CORNER we have suggested that this is an excellent time for a visit by (or to) the fire department. A fire drill, plus a review of fire alarms, smoke detectors and fire fighting equipment would also be helpful.

RELATED ACTIVITIES

REHEARSE, with kids and staff, what to do if someone burns themselves. Both A KID'S GUIDE TO FIRST AID AND A SIGH OF RELIEF have specific instructions on what to do for different kinds of burns. (See p. 15 to order)

LIST the ten most important holiday health and safety rules.

CREATE a poem or story about holiday hazards.

ENCOURAGE kids to think about SMOKE ALARMS as a good holiday gift for their family.

SURVEY PROGRAM FAMILIES AND STAFF on who has smoke alarms, do they work and how often do they test their alarms.

MAKE a flyer or poster about the dangers of holiday plants and artificial flocking. Give to parents and caregivers of infants and toddlers and also pet owners.

* Children do not consume enough of this plant to be poisonous but cats and dogs do.

FIRE SAFETY CATALOG

This FREE catalog contains descriptions of curriculum materials for helping kids kids learn about FIRE PREVENTION.

FROM: FIRE PREVENTION ASSOCIATION
ATTN: Cindy Chapman
Battery March Park
Quincy, MA 02269
1-800-344-3555

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★★★★★★ New Addition ★★★★★★

Handmade Soap Balls
SOAP
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RESOURCES RESOURCES

WAGES AND WORKING CONDITIONS SURVEY

The Child Care Employee Project has recently completed the first survey of wages and working conditions among child care programs in Southern Alameda County.

The survey reveals that the average hourly wage for teachers in this Bay Area county is just over $6; for assistants $4.28/hour. Full health benefits are provided to only 17% of aides. However, the most alarming finding of this study is the high turnover rate of staff - 57% annually for teachers & 43% for assistants.

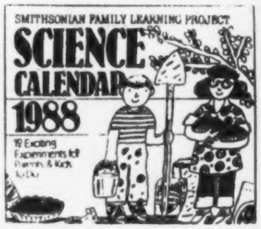
Documenting the conditions which characterize child care work in this county, the report outlines some critical implications for children and families. $1.50
From: CCEP, PO Box 5603, Berkeley CA 94705

AIDS

AIDS and Children is an eight-page pamphlet, available from the Red Cross, outlining the latest info on AIDS - how it is spread - who's at risk - and particulars related to children and AIDS.

To obtain pamphlets contact your local American Red Cross.
For Public Health Service toll-free hotline 1-800-3342-AIDS

1988 SCIENCE CALENDAR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JANUARY
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1988

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The Newsletter for School-Age Child Care Professionals

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FEATURE

TIME OUT for "TIME-OUT"

by Tracy Besley

What is time-out? When and why should time-out be used? What problems are connected with using time-out? In TIME-OUT and the AFTER SCHOOL PROGRAM (Jan/Feb 1983 SAN), time-out is described as "a quickly applied consequence that is immediate and stops the disruptive behavior". Although time-out can be immediate and effective, it is not a natural or even logical consequence. In fact, time-out is frequently an unrelated consequence [See box on next page] and almost always an inappropriate consequence for misbehavior. Because of this and the fact that it is so often misused (for 30 minutes to two hours, as a threat, and completely unrelated to the event), some child care professionals want to eliminate its use altogether - stating it has no place in an after school setting. In my opinion, time-out, in general, is on the same negative level as spanking, depriving of food (no snack), and putting in a closet (which is how time-out is sometimes applied).

Time-out provides little opportunity for kids to learn more desirable behaviors. What is the connection between "time-out as a reminder" to control children running or being loud? How will time-out remind a child to walk or use a quiet voice? Verbal reminders, practicing walking and using a quiet voice, having the child's hearing assessed, evaluating the program's room arrangement (too many wide open spaces that send the message: "run"), or the program's schedule (too many quiet, sedentary activities) are all alternatives that are related to the unwanted behavior.

However, it is time to take one step beyond discipline and do some preventative maintenance. The question is not how to get children to behave, but rather how can kids be helped to feel good about themselves, be the best they can be and get along in the world. For example, if Ramu is playing a game with a group and is being disruptive and not getting along with the other children, a "quickly applied consequence" would be time-out. Time-out, in this instance, is quick and easy but how will the child learn to be in a group? By being removed from the group?

(con't on p.2)

TIME OUT for "TIME-OUT" *(con't from p.1)*

EFFECTIVE & HELPFUL WAYS OF USING TIME-OUT

Often the solution is for an adult to take some time-out with the child, sit with the child, help the child think of different ways to play with other kids and how to express strong feelings in socially acceptable ways, or maybe even to hug the child. These solutions are not "quickly applied consequences" but they can have long-lasting positive results. If a child continues to run after being reminded to walk, or is too excited to be in control or still is disruptive after a teacher has intervened, direct the child to the quiet area to read, do a puzzle or or draw. If this fails to calm the child, give them the ultimate in consequences - have them come and sit next to the teacher's work area. No negative stigma is attached to this area. In our program, kids often sit in this area to eat, draw or do homework. One summer, I studied voice and I would sing in my work area while doing paperwork. The kids would playfully mimic and tease me about my singing. One comment overheard between two kids: "Don't run! If you do she'll make you sit with her and she'll sing to you!" !!!

NATURAL, LOGICAL AND UNRELATED CONSEQUENCES

Situation: A 9 yr. old continually runs across the street without looking for cars.

Natural consequence: The child is hit by a car.

Logical consequence: The child must have an adult with her before crossing street.

Unrelated consequence: The child is spanked, deprived of food, or put in time-out.

Situation: An 8 yr. old cheats when he plays monopoly.

Natural consequence: The other children refuse to play with her.

Logical consequence: A teacher helps the children discuss how they feel about cheating and negative rules.

Unrelated consequence: The child has to put all the games away at end of day.

Always go for the natural consequences first unless it is detrimental to the child (such as, in the above example of the child being hit by a car). Also the natural consequence can be supported by a logical consequence, as in the monopoly situation.

RESOURCE: A NEW APPROACH TO DISCIPLINE: LOGICAL CONSEQUENCES by Dreikurs & Grey.

EDITORIAL COMMENT

THE GIANT STEP FORWARD in working with the out-of-bound behaviors of school-agers is not WHAT method is used but HOW it is applied. Ask yourself the following questions when deciding which disciplinary action to take, or when you are in the midst of disciplining.

What is my intention? Is it to help Ramu to learn how to get along with other kids? Or is it to prove that I'm in charge? Or is it to embarrass or humiliate Ramu? Or is it to "get even" because you feel out of control yourself or powerless or embarrassed by Ramu's behavior.

What does my body language and voice tone convey? Firmness? Caring? Threat? Humiliation? Respect?

What ways can I use to help Ramu learn but still save face? Try: "Ramu, come here, I need some help moving this equipment?" This will separate Ramu from the group for a positive purpose. It will also give you a chance to give him some pointers on playing the game as a group member. For example, Ramu keeps catching the soccer ball with his hands and running to the goal in spite of the kids yelling at him. You tell Ramu, when he's helping you, one trick you've heard about to keep your hands off the soccer ball is to put your hands on your hips. Then offer to practice dribbling with him so he can teach the younger kids.

What way can I use humor? Poke fun at the situation or yourself - not the kid. Making light of the caregiver's singing, helped the kids to follow the safe practice of walking, without humiliation. Because the caregiver felt secure in her own self-concept, she also could make light of her singing efforts.

<><> Tracy Besley is Director of the Tennessee State University Evening Child Care Center and a SAN Staff Writer.

ACTIVITIES

TIE-DYING

Tie-dyed clothes, popular in the 60's, especially for high school and college kids, has had a comeback in the last couple of years. More and more people are sporting beautiful tie-dyed T-shirts and dresses. Tie-dying is an easy, fun-filled but also a spectacular and creative activity. Most arts and crafts books including MAKING THINGS and I CAN MAKE A RAINBOW contain tie-dying directions.

See p.15 to order.

CLOCK PROP BOX

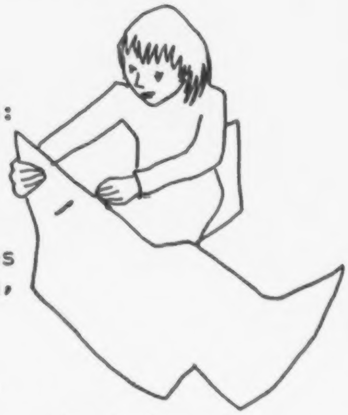
Prop boxes provide a ready-made activity resource, preferably one kept in a storage area which can be brought at the school-agers' or child care worker's desire. Use a stable, hardy container, preferably with a cover. Cardboard boxes with removable covers, (check with businesses who may receive paper in this type box, or cardboard file boxes can be purchased), plastic wastebaskets with lids, old suitcases or briefcases, or a large metal canister all make excellent prop box containers.

WHAT'S GOOD TO PUT IN THE BOXES?

Broken watches and non-electric clocks
Small screwdrivers, regular & phillips
Tweezers

Pliers
Directions for making cardboard clocks
 the Big Book of Recipes for Fun by Carolyn Hass contains instructions for making both a regular and a digital cardboard clock.
Directions for setting real or cardboard clocks in ten different time zones.

PAPER CLOTHES



WHAT'S NEEDED:

Paper and pencils
Sturdy plastic bags:
  the crinkly kind that stores use for purchases.
Scissors, thread,
Needles, common pins
Ribbon, yarn, cloth,
Glitter, glue

WHAT TO DO:

-- Outline, on paper, the design of a skirt, shirt or pants: short sleeves? V-neck? scooped neck? open down front? back? "windows" to create a decorative effect?

--Cut the design out of the plastic bags.

--Decorate with ribbons, yarn, cloth & glitter.

NOTE: The nicest thing about making disposable clothes, is that if you make a mistake, you can just throw it away and start over!

Be sure to tell the kids that disposable paper clothes were a popular fashion in the 60's. Have them ask their parents if they ever wore any paper clothes. Talk about the advantages and disadvantages of disposable clothes.

****

NOTES & QUOTES from OUR READERS

September 9, 1987

School Age NOTES continues to be a "bi-monthly shot in the arm!

We tried the PLENTY OF FOOD, PLENTY OF HUNGER exercise with the kids as a kind of lead-in to our sponsoring a child through Save the Children. It worked beautifully - Thanks!

Joan Benson, MECCA, Marlborough, CT

ACTIVITIES

YOGA, YOU AND YOUTH

by Marilyn Blair

An addendum to this title could be "Or Allowing the Desire for Balance to Come Through". Yoga is primarily about breathing and balance. In my yoga classes with children ages 6-10, we begin with a relaxation period, where they lie on their backs, getting in touch with their own breathing. We use the "balloon imagery": have the kids lie flat, breathe slowly in, filling their stomachs (blowing up a big "balloon"), then breathe slowly out (letting the air out of "balloon"). Since the kids come to the after school program at the end of the their school day, they are dealing with the accumulated nervous energy of the day. Before we do any yoga postures, they need to get in touch with their own breathing patterns. To facilitate this awareness during the initial "breathe-down", adjust their shoulders so they can have more space for air in their lungs. With the child lying flat on their back, gently press down on the spot between the shoulder and collar bones. The children love this contact and always call it to my attention if they are overlooked. (Occasionally, after a long day and the relaxation, some children fall asleep). We continue with the wonderful animal postures from Rachel Carr's book, Be a Frog, a Bird, or a Tree. Often these yoga postures are a jumping-off place, from where the kids make up their own poses that suggest animals or objects. Demonstrating their newly created postures to rest of the kids adds to their enjoyment of yoga. If the relaxation time before postures is brief, then we have an ex-tended relaxation period following the postures. Soothing music is helpful during this time.

At the end of our sessions, we part with "mamaste" (I appreciate the beauty of life that I see reflected in you).

"Many thousands of years ago, a group of people in India invented ways to exercise based on the movements of insects, animals, and birds. They discovered that if human beings could learn to move with the lightness of a frog or a bird ... and at the same time stop and relax their muscles the way animals do, they could become healthy and strong...

"These movements are called yoga exercises. They teach ... balance and self-control. And they are fun too, as children all over the world have discovered."
(From BE A FROG, A BIRD, OR A TREE by Rachel Carr)

<><> Marilyn Blair is Assistant Director at Percy Priest Extended Day Program in Nashville, TN

CLOSED FIST, OPEN FIST

WHAT'S NEEDED:

kids only

WHAT TO DO:

1. Pair up with someone who likes to spend their time doing something you like to do.

2. Have one kid make a fist. Keep it as tightly closed as possible.

3. The other kid's job is try to open the first kid's closed fist in 30 seconds.

4. Share how kids tried to open the fist: by force? by pleading? by negotiating? by asking? by peaceful means?

Compare this to King's non-violent efforts to overcome the segregated system of black people in the U.S. Ask: Which is stronger, peace or force?

From PLAYFAIR by J Goodman & M Weinstein

CONFLICT RESOLUTION

A SENSE OF TIMING: THE HUNCH

by Bonnie Johnson

Something tells you - inner voice, gut feeling, a hunch - to move closer to Roger. As you follow that hunch, moving two steps closer and into his direct line of vision, you notice his arm raised sharply and angrily. As his eyes lock with yours, his arm stops and remains suspended for what seems an eternity. Slowly his hand comes down and scratches the back of his head. Sabrina, busy building with blocks on the floor right under Roger, is unaware that following your hunch may be just what saved her from a nasty blow.

How many times in a day, do you follow the hunch and are glad? How many times do you neglect it and are sorry? Sometimes as we strive to be more professional, to use behavioral checklists and other concrete objective data, we lose sight of a powerful tool for working with parents, other child care workers and with school-agers. That tool is the hunch, the gut feeling, the inner voice.

The problem with hunches is that they are so elusive - so unscientific - so irrational - so difficult to prove. Often, the inner voice message is also illogical. Because of these reasons, many good hunches get ignored, put down, and treated with derision, both by oneself and one's co-workers.

However, intuition is gaining more respect. The use of intuition in making corporate decisions is perceived by many business professionals as not only valid but just plain smart. In addition, the AMERICAN JOURNAL OF MATERNAL CHILD NURSING (May/June '86) contained the article, USING INTUITIVE KNOWLEDGE TO MAKE CLINICAL DECISIONS. It states: "Intuition - `gut' feelings - is an important feature in the clinical decision making of the expert maternal-child nurse.". In a profession like nursing, where correct judgement can mean literal life or death to the clientele involved, validating the intuitive process carries substantial merit.

Four distinct categories for using intuition are outlined in the article:

1. a sense of something being wrong,
2. a recognition of the teachable moment (for kids, parents and co-workers),
3. an awareness of when to offer encouragement, and
4. the knowing that this is the time to just listen (to child, parent or worker).

How many times have we thought: "There's something not quite right about that kid (or parent) but I just can't figure out what"? Later, we discover he's a victim of child abuse (or the parent has just lost her job). By trusting our hunches, we can provide follow-up to complex situations before overt, blatant or severe signals appear. Listening to the inner voice can also help in simple events. For example, you are planning for parents night. In the past, about twenty parents attend. You have a hunch more will come tonight, so instead of the usual thirty cups, etc. you plan for sixty. To your surprise and delight, fifty parents show up!

Usually, when we are novices to the child care field, too much that is new happens all at the same time. Therfore, we are unable to clearly focus on what the intuitive message is. It is later, after we have mastered the basics of being a school-age worker or admininstrator, that we will be able to develop and use our intuitive skills.

Therefore, learn to respect, follow, and treasure your hunches. You will be glad you did!

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DEVELOPMENTAL NOTES

IT'S ABOUT TIME

by Bonnie Johnson

Preschool children lack understanding of time as defined in minutes and hours, or how long it is to lunch or when mom will come. They are firmly rooted in the here and now. What about school-age kids? What is important to know about their understanding of time? We already know that they can tell time, usually by age 7 and that they know how old they are and when their birthday is. We know they can tell you when school starts, ends, and when vacations are, when lunch is and sequence of events of their day, including what TV programs are on tonight! This is so different from preschoolers who may be able to say their birthday but who have no real understanding of when that birthdate is.

Because of school-agers' ability to conceptualize time in sequence, including 8,9,10,11 o'clock; soon, later, today, tomorrow, yesterday, May, June, July, several benefits exist for workers:

1. School-agers can anticipate and plan for future events.
2. Daily schedules can be developed and executed with school-agers' input and cooperation. Older school-agers frequently keep everyone else on schedule.
3. School-agers can be motivated to work for a future goal - this is why behavioral modification, badge and other reward systems work so well, especially with kids 7-10. Six-year olds are definitely more in the absolute NOW. Younger kids may work for an immediate reward but not a future reward.

However, school-agers need time factors to be related in concrete terms. For example, clocks, stop watches, egg timers, large posted calendars and schedules help kids understand when events will happen and how long they have to wait. For kids who are borderline on being able to tell time: digital clocks and watches, as we all know, are fabulous. Also, mark future events by saying: "at 4:25, when the big hand is on the 5 and the small hand is on the 4".

Kids also have difficulty with expressions, such as "in a minute", "I'll be right there", "just a second", "as soon as I finish this" because most school-agers are literal thinkers (See "Puzzling Phrases", July/Aug '87 SAN). They believe in a literal 60 second minute, not realizing these are indefinite expressions, mostly used to put another on hold. This is why definite "contracts" of "at 4:25", "when the buzzer goes off" or "after snack" are better communicators of time for school-agers. Because the indefinite expressions are an ingrained part of our everyday conversations, effort will need to be made to limit their use when with school-agers. Sometimes, it helps for co-workers to cooperate to increase awareness of using vague time promises.

Although school-agers are able to plan ahead, think to the near future (that is later today , next week and even next month for older school-agers), they are firmly rooted in the NOW in two aspects:

First, when involved in an activity, school-agers want to stay with it, until they have a sense of completion and a sense of success. Once involved, the school-ager likes to (and needs to, for their own positive self-concept) be in control of when the activity ends. Because of this, pre-arranged stopping indicators need to be in place BEFORE activities begin.

For example, Joshua's getting the clay out at 4:15. His dad usually picks him up at 4:40. You ask "Joshua, what time will your dad pick you up today?" Joshua says "I dunno know." You say "He usually

(con't on p.7)

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IT'S ABOUT TIME

(con't from p.6)

comes about 4:40 - that's 25 minutes from now. What do you need to do to be ready to go when he comes?" Joshua tells you 2 things that will take about 2 minutes to do. To be on the safe side you say "Joshua, do you want to set the timer for 20 minutes or just remind yourself to put the clay away at 4:35 to get ready for your dad?"

This NOW aspect often frustrates many adults, especially parents, when they ask, in their best caring and concerned voice, "What did you do today?" or "How was your day?" Most often, the answer is "Nothing" or "I don't know" or "I can't answer, I want to play." Even a simple, "What did you eat for breakfast?" usually gets an "I don't know" answer. The school-ager's attention has moved on to what they want to do NOW.

Second, what ever is happening at the moment is the indicator of whether they are a good or bad person and whether you are good or bad. If Ruth is successfully rollerskating RIGHT NOW, she feels and expresses verbally that she is good. If she is falling down and wobbling, then she is totally a no-good person. Likewise, if you allow the kids to walk to the store for a special treat of ice cream cones, you are the best teacher ever. However, one hour later, when you won't let then go outside to shoot baskets, until the boardgames are put away, you are the pits - the worst ever.

THE PAST, when is it important?

Around age 6 , kids get curious about their parents and other adult's pasts. Therefore, tell stories about events when you were a baby or preschooler. They are also interested in their babyhood.

Because school-agers so easily forget positive past experiences, even those occurring as soon as a 1 hour ago, recapping and remembering out loud these events, helps them to realize good things have happened to them, you have done many wonderful things and you are not a totally awful person.

For instance, when the kids say: "You never let us do anything fun! You are so mean!", this is your chance to say: "Oh, you mean when we went to the store for ice cream it wasn't any fun?" or "We sure had fun walking to the store for ice cream today.".

RESOURCE: THE CHILD FROM FIVE TO TEN by Gesell. Ilg and Ames.

RELATED ACTIVITIES

TIME LINE

WHAT'S NEEDED:

Long continuous roll of 24"-36" wide plain paper. (check with newspaper printing or publishing company for end of the roll discards)

Magazine pictures of kids from babyhood to teenhood, in a variety of pursuits

Glue, scissors, pencils, drawing pens

WHAT TO DO:

1. Draw a black line, lengthwise, down a four foot strip of paper.
2. Write birth at one end of line and present age at other end of line.
3. Think about and mark important events at different points of life. For example, at age two, sister born, age four moved to new house or got first dog.
4. Paste or draw pictures at important moments.
5. Decorate as desired.
6. Secure onto wall for the week.

THOUGHT TAKES TIME

WHAT'S NEEDED:

a door way

WHAT TO DO:

1. Stand in the doorway
2. Hang arms at sides
3. Press backs of hands/wrists against door frame as hard as can and until tired.
4. Take 2 steps forward or backward.
5. Keep arms relaxed & hanging at sides.
6. Discuss what happens and why.

What happens is that even though you decide to stop pushing, it takes a couple of seconds before the brain can send the message to stop pushing to the arm muscles.

* from the SCIENCE BOOK by Sara Stein.

ACTIVITIES

I HAVE A DREAM

SHOW a film in which Martin Luther King, Jr.'s famous speech "I Have A Dream" appears, or read the speech to the kids.

DISCUSS how King's dream was really a vision or image that he kept in his mind - a dream he worked to make a reality. Talk about how all of us have things we want to happen. That is, we have a dream or a vision. How can we get our dream to come true? Did King's dream come true? How do you know?

LEAD a visualization exercise:

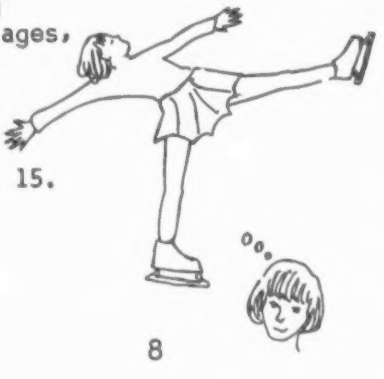
1. Sit comfortably - on the floor, in a chair, on a couch - with eyes closed. Some kids might be more comfortable lying down.
2. In a soft, soothing voice, say:

"You are walking up a mountain path and you see a cave. You enter the cave and see a fire glowing deep within. As you approach the fire, you see a very old person seated by the fire. This person is very wise and will answer any question you ask and will give you a significant object to bring back with you."

3. Let kids share how they felt, what thoughts they had, and what happened during the visualization. If kids don't have anything to share, that is okay.

EXPRESS dreams. This is a natural lead-in to what their dreams are. You may want to let kids express their dreams through creative mediums: painting pictures, making and creating collages, molding clay, song, dance, a play, writing a story.

From OTHER WAYS, OTHER MEANS. See description and how-to-order on p. 15.



FACE TO FACE

WHAT'S NEEDED:

paper and pencils

WHAT TO DO:

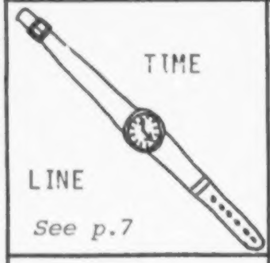
1. Give each kid a piece of blank paper and a sharpened pencil.
2. Instruct them that they have five minutes to walk around looking at each other and to:
3. Write down five characteristics of other kids that are like themselves and five that are different.
4. Discussion:

   > Make a list of similarities and a list of differences.
   > Ask them which differences/similarities are most important? Least important?
   > Think of situations where differences are essential or beneficial. For example, some people have excellent mechanical skills and can fix watches. Other people are great singers. What if everyone was great at singing but no one could fix a broken watch?

NOTE: This activity is designed to increase kids' appreciation and tolerance for differences. This is a necessary attribute for eliminating racial prejudices and for valuing racial differences.

*from CREATIVE CONFLICT RESOLUTION
See p. 15 to order.

REVISITING THE SIXTIES CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
HISTORY	Listen to songs from 60's and compare to songs today by same artists. Great hit in 60's and now: STAND BY ME. The Beatles then, Paul McCartney now; The Commodores - Lionel Richie.	Have kids and adults bring in photos of 60's. Use to make a display and to get ideas for drawings and for SIXTIES DAY.	What was slang in the 60's. Make gigantic list of slang then and now. Use on SIXTIES DAY in order to talk the language of 60's.	Make a model of the Vietnam War Memorial Wall. Use wire and cardboard or playdough. Write names of local men and women listed on wall.	Go to public library to look for cartoons, comics, magazines and newspapers. Use to create own 60's newspaper.
FASHION	MOVIE: Beach Party Have kids notice clothes, slang, dances, hairdos.	PAPER CLOTHES See p.3	TIE DYING See p.3	Collect old wigs from parents, friends, second-hand stores and wig shops. Recreate 60's hairdos, male and female. Use in fashion show.	SIXTIES FASHION SHOW Make this a spoof on the 60's rather than a serious fashion show. Consider having kids demonstrate 60's dances also.
TIME KEEPERS	TIME  LINE See p.7	Make a homemade timer. Put ¼ cup fine sand or salt in a baggie. Tie shut. Poke small hole in one end. Time how long it takes sand to empty from bag.	Create a CLOCK SHOP prop box. Visit or invite clock worker for more ideas. See p.3	Play timed races, games using different timers. Encourage kids to beat their own time, not someone else's.	THOUGHT TAKES TIME See p.7
HEALTHY LIVING	Make a vegetarian meal that is nutritionally complete and delicious. Try TACOS - use corn tortillas, refried beans, lettuce, green pepper, tomatoes, onions, salsa, guacomole.	Make foods from both scratch and convenience. Note how long it takes to make and which tastes better. Try macaroni and cheese, vegetable soup, bread.	YOGA AND YOUTH See p.4	Make pizza with whole wheat crust Discuss why whole wheat is healthier and what herbs are in pizza - oregano, marjoram, thyme?	PHYSICAL FITNESS DAY John F. Kennedy inspired the U.S. to become physically fit Plan different exercises or visit a physical fitness center and go through a mock or real physical fitness test
DRUGS	WHY DRUGS? See p.10	Have a member of Narcotics Anonymous visit. Request that person be someone who started using drugs in the 60's. Ask why?	COMMON DRUGS What's good about them? what's bad? See p.10	OPEN STORE See p.12	SUPER STAR ON THE SPOT See p.12
CIVIL RIGHTS	Watch short segment of Martin Luther King film. Also, have visitors who were involved in civil rights activities. If someone you know remembers segregated situations, have them share.	FACE TO FACE See p.8	I HAVE A See p.8 DREAM	Watch parts of the movie Ghandi. Discuss the immense strength it takes to remain peaceful when being attacked. Relate to "I Have A Dream" and King's non-violent civil rights movement.	CLOSED FIST, OPEN FIST See p.4

TRAINING TIPS

THE TIME BOMB: DRUGS

by Edith Constanza

Kids experiment with drugs or alcohol for a variety of reasons:
To be part of the group, to be cool, exciting, to be doing something forbidden or wild, to relieve stress in dating, like the effect or taste, to belong, to relax, to overcome shyness, to have a better time, to open up (be less inhibited), to be different, and to forget about problems.

Although experimenting is a normal part of growing up, to experiment with drugs or alcohol without knowing the effects and consequences of use or abuse is dangerous. The stages people go through as they begin to use drugs or alcohol are:

Stage 1: the Experimental Stage

At this stage, a relationship with a chemical has begun. As the chemical is taken into our physical systems, a person gets high, then returns to normal. They learn about mood swings. They experiment with how it works on their bodies and how much to take to produce a certain effect.

Stage 2: Social or Recreational Use

Now the mood swing is sought. The payoff is feeling good with a return to normal, so what's the harm? No bad consequences are experienced at this time but many things are done which betray values systems.

Stage 3 : The Abusive Stage

At this point, the good time is use of the chemical, with often a return, not to a normal state, but to a low state. The mood swing is greater. There is trouble with the family; with friends; with the law: and with school. A young person abusing chemicals stops growing emotionally because they're not learning how to handle stressful encounters without the use of some substance. When the drug wears off, they're still shy, or unprepared for their test, or unable to read, or unable to get along with family.

Stage 4 - Chemical Dependency

A person who is chemically dependent is driven to use. Their goal is the high - trying to recapture that feeling. Mostly these people cannot stop by themselves but need treatment and then ongoing support groups like AA and NA.

What are the most commonly used drugs by kids today? alcohol...quaaludes...speed mescaline...crystal THC...tranquilizers?? Kids need to know the specifics of commonly used drugs and the harmful effects of drug and alcohol usage.

Contact local resource groups for updated information on drugs and alcohol. Ask for their most recent educational material for kids. Resource groups include Alcoholic and Narcotic Anonymous, and Mental Health Centers. In addition to knowing about drugs and the effects, kids need to know positive self-esteem, decision-making and problem solving skills plus have strong family/ community support to remain drug-free. (See p. 12 for decision-making activities.)

ACTIVTY NOTE: In small groups, have kids brainstorm reasons they think kids use drugs. Then spend some time looking at how drugs really affect kids. Compare this with their original ideas on why kids use drugs.

<><> Edith Constanza has worked extensively with kids to help prevent their personal involvement with drugs.

DIRECTOR'S CORNER

TIME SAVERS

CREATE daily routines which allow you to work on automatic pilot which saves energy and time for complex tasks.

TAKE advantage of other people's work. Avoid re-inventing the wheel. Check with other school-ager professionals for budgets, activities, job descriptions, training packages.

STOP for a few minutes to look at the chirping scarlet cardinal, the silent massive hills in the distance, the green inchworm.

SIT down, close your eyes and visualize a place that you love - ocean waves breaking on the beach

SLEEP on problems. Collect and go over information, then leave for 1 hour or 1 day, to allow to "mull" in your brain before making decisions or take action.

TAKE "coffee breaks" and sit-down, social lunches. Some people have the mistaken notion that working non-stop will mean more work will be done. Actually, taking breaks increases efficiency and more work is done.

TELL a joke or laugh at a joke.

WALK while meeting with one or two persons.

ESTABLISH priorities. A story is told of a professor who had taught for thirty years. Students frequently stopped by his office, interrupting him while he was preparing lectures or correcting papers. A colleague noticing all of the students going in and out of the office, asked "How can you get any work done with all of those interruptions?". The professor's reply?
"Those interruptions are my work."

WHAT IS YOUR WORK? ARE YOU MAKING TIME FOR IT?

SCHOOL-AGE ALLIANCE (SACCA)IS BORN!!!

In the midst of 20,000 early childhood educators at the 1987 NAEYC Conference in Chicago, several hundred school-age professionals, after a LONGGGGGG labor, gave birth to the SCHOOL-AGE CHILD CARE ALLIANCE. Over and over, school-age conferees reported that networking, that is, just talking and sharing problems and solutions with each other, was the best part of attending the November conference. The purpose of SACCA is to unify the school-age field and to stimulate and advocate for quality SACC. Thus, this networking need will receive an ongoing boost throughout the year from SACCA. Look for more updates on SACCA in the SAN newsletter. Congratulations to David Martin (Pacifica, CA) for being appointed Interim President of SACCA.

WORK AND LIVE IN EUROPE

The US Military in Europe is seeking civilian employees for Child Development Services Coordinators and Education Specialists.

Child Development Services Coordinators develop, implement and supervise Child Development Services (CDS) operators which are designed to promote children's physical, social, emotional and cognitive growth from infancy to school age. Applications must have a full 4 year course of study in an accredited college or university leading to a bachelor's or higher degree which included major study in education or in a subject field appropriate to Child Development Services positions.

Education Specialists influence and initiate curriculum design through instruction and preparation of lesson plans. Applicants must have completed a full 4-year course leading to a bachelor's degree from an accredited college or university which includes at least 18 semester hours in education.

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U.S. citizens may be required initial overseas employment agreement is 36 months. For further information please write:

Civilian Recruitment Center
ATTN: AEAGA-CRC (SR-CDS-87)
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ACTIVITIES

SUPER STAR ON THE SPOT

WHAT'S NEEDED:

Tape recorder with microphone or pad of paper and pencil

WHAT TO DO:

1. Direct the kids to pair up with someone born in the same month as them
2. Next, tell them to total each digit in their birthdates (12-17-78=26 and 7-4-76=24). Whoever's total is larger gets to be the Super Star first. The other person gets to be the interviewer.
3. Each Super Star chooses which famous actor, singer or comedian* they would like to play. The other person interviews the star and then they switch roles.
4. Kids can choose to interview in private or before the whole group. You may want to set the stage by becoming a Superstar yourself and be interviewed by another staff member.

Suggested Questions:

1. Who or what was the most important influence in your life?

2. What about drugs - how have drugs changed your life?

3. If you had to do it over would you still use drugs? Why? or Why not?

4. What are your plans for the future?

* Choose a star who has had a major difficulty with drugs.

For example:
  1. Art Linkletter whose daughter died of a drug overdose
  2. Betty Ford - alcoholism
  3. Rick Nelson - died in a plane crash thought to be related to drugs
  4. Dwight Gooden who was arrested on drug trafficking charges.

From DRUGS, KIDS AND SCHOOLS

OPEN STORE

WHAT'S NEEDED:

Fake money: $3
"Store" with the following items:
  sugary chocolate pastry* (price $1)
  coupon to a movie or skating ($1)
  canned goods to donate to hungry ($1)
  book $3
  stickers (pkg) $2
  apples or other fruit ($.50 each)
  curly shoelaces $1

WHAT TO DO:

1. Direct kids to get together with three other kids (four in each group) who are not the same height.
2. Give each group $3 in fake money
3. Tell the kids they can spend the $ in the store on two conditions - Every one in the group must agree to what the money is spent on, and all the money must be used.
4. After the groups decide, let them go to the store and make their purchases.
5. Regroup and have kids share verbally what they decided to buy, how they decided and why?

* It is important to talk about sugar and chocolate before doing this activity. Many professionals categorize refined sugar and chocolate as drugs because both are addictive and harmful to the body. A complete discussion of this is covered in the Chapter "Everyone uses something!" in DRUGS, KIDS and SCHOOLS by D. J. Tessler (Scott, Foresman & Co.)

The idea, OPEN STORE, was sparked from the activity MY ALLOWANCE from the above book.

NOTE: There are no right or wrong answers. It is important to maintain a spirit of openness and acceptance of all choices. The purpose of this activity is to increase kids' understanding of how they make decisions and why.

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PROGRAM PLANS

SAVE TIME WITH TAG

by Jim Therrell

"TAG! YOU'RE IT!" What a universal game expression. Every child understands the simple concept of a tag game. This mutual understanding of tag can be utilized to solve a variety of dilemmas, like not having much time.

Tag games may also provide a quick solution if you are:
1. not familiar with other activities that take just a few seconds or minutes,
2. just starting out a play session (which requires a simple, yet engaging activity to absorb both their attention and high energy -- see May/June and July/August '87 issues),
3. losing the group's attention,
4. without equipment, or
5. looking for suitable indoor games.

However, before you tumble into a tag game and the ever-present possibility of chaos, you will be well-served by implementing some key leadership skills (see also Sept/Oct '87 issue):

* SAFETY (Physical): Always point out or ask for safety factors (slippery floor, bodily or object collision, hard or high tags) and the consequence for unsafe behavior, like sitting out. Place easily identified boundaries at least five feet from walls or objects. Also, have a prearranged signal for an immediate halt of movement in case of injury or CHAOS!

* SAFETY(Psychological): Whenever possible, instead of one, pick two or more kids to be "IT" in order to reduce anxiety or embarrassment, and to make it more challenging for the chased. Do a practice or slo-motion round first to relieve the tension of performing in the "real" game, to answer a multitude of questions, and to demonstrate any safety considerations. At times, it may be useful to provide one or two "Safe Bases" (with a time limit) for rest and to reduce anxiety.

*TIME-SAVERS:

- DEVELOP simple-worded, concise game descriptions, starting with the objective of the "IT" and the latitudes for the chased.
- ASSEMBLE, first, into the game formation so that your description utilizes visual information.
- DEMONSTRATE the game simultaneously with your description.
- PRACTICE a round of the game, if you begin to be peppered with a steady stream of questions about rules. Adapt the game as necessary after the practice.

* FANTASY: Whenever you are able to integrate a fantasy with a tag game, you multiply the child's engagement and joy in the game. For instance, instead of playing Cumulative Tag, where you have to be tagged three times before you're frozen, play "Hospital Tag" where each time you're tagged you hold that part of your body with a hand, and the third time being tagged means you're unable to move - until the doctor or the ambulance comes to make repairs - and set you free!

TAG GAMES

If you need to get your group's attention and start them moving in the same direction in a big hurry, play "Everybody's It"! Initially, with a playful sense of urgency, gather/herd/wave everyone into as close of a huddle as possible, without touching anyone else! Then, in your best scheming body language, clearly state: "The only two rules are frozen if tagged -- and ......

Con't on p.14

SAVE TIME WITH TAG *Con't from p.13*

EVERYBODY'S IT!!! Start tagging and very soon the whole room is motionless ... Now that everyone is giving you their utmost attention, the entire series of games becomes easier. Plus, you've already established some credibility as a player!

TRY the Hospital Tag game as described above. It's a bit more complex, but now everyone's listening. Get this game on the road before too many questions arise (try a practice round), and be willing to adapt it. You'll probably receive some good rule adaptions from the kids.

ONWARD to Triangle Tag (or the Bermuda Triangle and Hurricane Tag?!). Divide into game formation with groups of four. First emphasize that everyone will have a chance to be "IT," then ask each group to pick an "IT." Have the other three join hands - the triangle - with the IT outside the triangle. One person on one side of the triangle is the EYE of the hurricane (everyone gets a turn). The object of the game is for the IT to catch up with and tag the "EYE" and stop the Hurricane. The triangle attempts to turn away from the IT -- in a whirlwind fashion of course, changing directions often with a mind of its own!

SLIDE next into a game of Snake In The Grass. The Snakes (pick two or three) lay down on their stomachs in the center of the boundaries and commence their hissing sounds and other snake behaviors. The object is for the snakes to crawl and tag the prey, thus magically turning them into snakes as well. Right before you start this game, have everyone else, (the prey) gently place one finger on a snake. When the Snakes call out "Snake In the Grass!" everyone quickly moves to avoid their tag. Let everyone know that it's not fatal to be tagged, and therefore avoid drastic escape movements which may cause a collision with the other prey or stepping on the snakes! (You may want to change the fantasy to Frogs in the Marsh -- Hop & Ribbet!)

As you review and play these games in the order presented here, you gain an appreciation of the rationale for this sequence.

* Start out simple yet engaging, playing games that don't require a high degree of physical or psychological safety.
* Build up an interrelationship of trust between you and the kids, as well as among the kids themselves. For example, build touching gradually into the play session.
* Adapt games freely and to add a different fantasy.
* Anticipate that many kids will seek to push both their physical and behavioral boundaries to the limit, so make both as clear as possible and what the specific consequences are.

Finally, remember when you played tag. Remember the fun and the confusion, and how you felt when you were being chased -- "YOU'RE IT!" Remember that the YOU out there playing, provides each child with a wonderful adult role model - one they will most likely emulate in the future. If you have any difficulty implementing these games or concepts, please feel free to contact me. After all, play leadership is much more difficult than it looks!

<><> Jim is a regular columnist with SAN and is available for free consultation, 7-10 AM (Pacific Time), at 415-319-7331. For creative leadership workshops and staff training (expenses only!), program design or special events, contact him at:

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by Alton Harrison Jr. & Diann Musial

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RESOURCES RESOURCES

1988 CSAC CONFERENCE

The California School-Age Consortium Conference will be held February 19-20, 1988 at Chabot College in Hayward (San Francisco Bay area), California. This is the largest SACC Conference anywhere and is packed with both a variety of top-quality workshops and opportunities to network with caregivers, educators, administrators, and political advocates for quality SA programs. Since attendance is limited to 1500 this year, if you plan to attend, reserve your spot early!

Contact:
Andrew Scott
CSAC Conference
2269 Chestnut St, Ste 117
San Francisco, CA 94123

ALMOST FREE Game

For kids, 4-10 years, the PLAY IT SAFE GAME helps kids learn safety tips and have fun at the same time. It's a board game that can also be used as a poster. It includes a parent/teacher guide. $1.00

Contact: SAFETY TIME GAMES
P.O. Box 6
Akron OH 44308

SEND IN YOUR 1988 NAEYC PROPOSAL NOW!

NAEYC 1988 Annual Conference will be held in Anaheim, CA from Nov. 10-13. Now is the time to act if you are thinking about presenting a school-age workshop at NAEYC. See the Nov/Dec Young Children for proposal criteria or contact NAEYC 1988 Conference, 1834 Conn. Ave. N.W., Wash. DC 20009, 1-800-424-2460. DEADLINE: Postmarked by January 29, 1988

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TIME SAVERS

IT'S ABOUT TIME

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FEATURE

SMART GIRLS

In the U.S., only four percent of all painters, 3% of machinists, 2% of electricians, plumbers and auto mechanics are WOMEN. Yet, women make up 52% of the U.S. population!

"Ten year old Leanne and Melissa, in the midst of wires, tubes, plastic casings, take apart and investigate a tape recorder."

Who makes more money, engineers or teachers? Right, engineers. Their starting salaries are nearly twice as high as teachers and secretaries. However, only SIX per cent of engineers are women, while SIXTY-SEVEN per cent of the lower-paid teaching profession are women.

"Eight year old Latoya builds a camera from cylinders in an optic program and learns how eyes and lenses work."

"Eleven year old Maria and Magdalena compete in a simulated canoe race on the computer. They make decisions along the way - from what equipment to take to what course to follow - that affect the outcome. When their "team" gets caught in a torrential rainstorm without the tent they decided was too heavy, they think twice about the radio they thought they couldn't live without."

What Leanne, Melissa, Latoya, Maria and Magdalena are doing as school-agers will probably increase their chances as women to be comfortable and confident in math, science and technological activities. It may even spur them on to become electricians, plumbers, computer technicians, engineers and astronauts. At least, that's the reason Girls Club of America's Operation SMART started in January, 1985. Operation SMART is a program to encourage every girl to "think in a scientific way... to generate questioning, curiosity, exploratory urges, and the habit of documentation." (Ellen Wahl, Operation SMART program director, as quoted in Los Angeles Times, Friday, Jan. 31, 1986)

THE OPERATION SMART SOLUTION:

In Operation SMART, girls can explore, take risks, create, discover, take apart, and get messy. They can test alternatives, draw conclusions, and start all over again with new questions.

(con't on p.2)

SMART GIRLS *(con't from p. 1)*

Operation SMART stresses failure not as a negative end, but as an opportunity to learn more about what went wrong and why. Girls can take the initiative, pursue their interests, collect and use information, and make decisions about what to do next.

Social expectations for girls - being neat, getting the answer right, putting others' needs before their own - can get in the way of scientific pursuit, which requires a singleness of purpose, the courage to fail, the willingness to learn from mistakes, the commitment to challenge oneself constantly and push beyond perceived limits.

Scientific inquiry can give girls a sense of control and power over their own lives that can help them keep their future options open and increase the likelihood that they will grow into self-supporting and fulfilled women.

SPECIFIC STRATEGIES:

^^ Make sure your environment is inclusive. Walk around it with a fresh perspective. Do the pictures on the walls say: Everyone can do science!? Choose books and materials carefully. Look at the number of pictures of girls/women versus boys/men. Look at how they are portrayed: are the men and women taking an active role? Are both pictured as observers? Are both well represented in leadership roles?

^^ Are women child care staff enthusiastic about math, science, and technology? How can you bring in women role models to provide powerful science figures with whom girls can identify?

Be alert to the subtle differences in the way you respond to girls versus boys. Don't rush to protect and rescue girls when you wouldn't boys.

^^ Give young people the message that sometimes science is hard and takes persistence. What do you do when a child is struggling with a concept or a skill? Do you tell the child to go back and try again? Do you console the child and say don't worry about it? Do you tell boys one thing and girls another?

^^ Be aware of how socialization affects what children do, and try to pinpoint where differences in expectations may affect participation in math and science. Try to counteract girls' inclination for neat and tidy projects that limit them. Respect cultural differences, but don't allow them to be used as an excuse for keeping children from reaching their potential in math and science.

^^Be a conscious group manager. Make sure everyone gets a chance to be a leader and a doer, as well as an observer and a recorder. You'll often find white boys the most confident and eager to "do", while others watch. Although the observer role is an essential one in science, it is crucial that girls learn to take risks and get directly involved in the experience. Structure activities so that "lab" partners are rotated. Make sure everyone gets to do everything, even if it means sometimes assigning roles.

^^ In planning activities, think about in what ways mathematical, scientific and technological concepts can be incorporated, experimented with, and discussed. Connect science to real life events. For example, taking apart a bike to learn how it works and how to maintain and repair it can be experience, knowledge and skills that will be useful in a girl's daily life.

It is projected that by the end of 1988, 500,000 girls in 190 communities will have participated in OPERATION SMART. If you would like more information about this exciting project, contact:

Ellen Wahl, Director of Operation Smart
Girls Clubs of America
205 Lexington Ave
New York, N Y 10016. 212-689-3700

ACTIVITIES

NATIONAL WOMEN'S HISTORY MONTH

March is National Women's History Month. It is a time to emphasize the unique and dramatic and outstanding contributions of women in history. SAN is suggesting that school-age programs use March to promote women in Science, Math and Relevant Technology (see feature and curriculum corner). The National Women's History Project (PO Box 3716, Santa Rosa, CA 95402 707-526-5974) has the following titles available for purchase:

RACHEL CARSON: WHO LOVED THE SEA
SALLY RIDE, ASTRONAUT: AN AMERICAN FIRST
WOMEN and SCIENCE
WOMEN WHO DARED TO BE DIFFERENT
WOMEN IN SCIENCE TABLOID
WOMEN, NUMBERS and DREAMS

SMART JOBS

Brainstorm and make a list of women (mothers and friends) and their careers. Underline those with careers related to math, science or technology. Plan visits to underlined workplaces. Ask the women to demonstrate the machines they use work. If possible, arrange for kids to try out machines. Also, try to obtain discarded machines that kids can take apart, back at the program.

SMART CHARADE TAG

WHAT'S NEEDED:

Two groups of players
Pictures and Photos of many different scientists

WHAT TO DO:

1. Group One decides on and acts out a science career - No sounds, please! - the other group tries to guess the career. Time limit: 3 mins.
2. When Group Two guesses correctly, Group One kids race back to HOME BASE. Group Two tries to tag the Group One kids before they reach HOME BASE. All kids tagged become part of Group Two.
3. Then Group Two decides and charades a science career.

THE ELASTIC MOTOR

WHAT'S NEEDED:

Small empty coffee can with plastic lid
Strong rubber bands
Weights - fishing or metal washers
Nails and Hammer
Tooth picks

WHAT TO DO:

1. Make a hole in the exact center of the plastic lid and the bottom of coffee can.
2. Thread rubber band thru the hole in the can. Put a toothpick thru the rubber band end to prevent band being pulled all the way thru the hole.
3. Put several washers on mid-portion of band.
4. Pull other end of rubber band thru hole in plastic lid. Snap lid on coffee can. Secure rubber band to lid with tooth pick.
5. Roll can away from you. Watch as it automatically rolls back to you.
6. Experiment with different weights, rubber bands and different amounts of energy used to roll the can away.
7. What machines use similar apparatus to produce energy and accomplish work?

WHEELS AT WORK

WHAT'S NEEDED:

Spools and Reels of different sizes and shapes
Screws and Washers
Strong, long rubber bands
Wood - 1/2" thick - 36" square
Screwdriver

WHAT TO DO:

1. Attach spools and reels to wood so that spools and reels can move freely. Placing washers between spools/reels and wood will allow for free motion. Attach with screws.
2. Connect rubber bands from one spool or reel to others.
3. Mark spools and reels with marker so number of revolutions can be counted.
4. Experiment with different combinations to make different actions occur.
5. Take apart old watches, clocks, tape recorders to see how wheels and reels make these machines work.

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ACTIVITIES

INTELLIGENT EGG

WHAT'S NEEDED:

Two fresh eggs
Five tablespoons sugar
Two glasses water
Water-proof marking pen

WHAT TO DO:

Prepare glasses ahead of time. Add sugar to one glass of water. Test glass with sugar to see if egg will float. If it doesn't, add more sugar till it does.

Ask someone in the "audience" to print FLOAT on one egg and SINK on the other egg.

Tell the "audience" that you have two very intelligent eggs.

Put FLOAT egg in the sugar water and SINK egg in plain water.

While everyone is still amazed, break open the eggs to show both are just regular eggs. Then use eggs in an egg snack.

What's the secret? How does the sugar make the egg float??

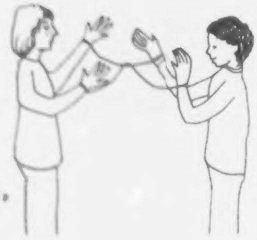
WORK IT OUT

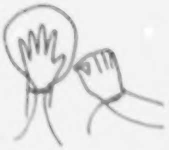
WHAT'S NEEDED:

Two separate pieces of string or thin rope for each 2 players

WHAT TO DO:

1. Divide into pairs.
2. Tie string as in Figure A.
3. Give each pair 5 minutes to get free from each other without untying the string.
4. At the end of the five minutes, show the trick of untangling.

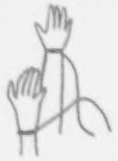




THE TRICK

One player makes a small loop with their string. Next, place this loop on the back of the other players' left hand and under the string tied around the left wrist.

Pull the loop over the back of the hand and then thru the section of the rope on the front of left wrist.
EASY - right!?



FOUR OF KIND

WHAT'S NEEDED:

One deck of 52 playing cards

WHAT TO DO:

1. Separate out 4 Aces, 4 Kings, 4 Queens, 4 Jacks.
2. Put these cards together, but make sure each set of four stays together. Add to rest of cards.
3. Holding all 52 cards in one hand, keep aces thru Jacks separated from the rest of pack with one finger. Try to do this without drawing attention to the separation.
4. Hand the cards (Ace thru Jack) to another person, saying: " 'Cut' this deck as many times as you want."
5. Then lay out the cards on table, face up. Your audience will be amazed as the Aces, then Kings, then Queens, then Jacks are laid out in order!!

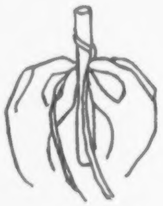
Note: This doesn't work every time, but enough to be a great trick for school-agers. Some kids may not be familiar with the phrase "cut the cards". You may want to define the phrase by demonstrating first.

THE CLOVE HITCH

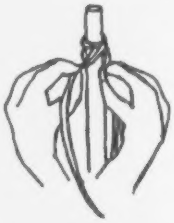
WHAT'S NEEDED:

String or Rope or Shoelaces

WHAT TO DO:



1. Wrap string around a stick, pencil, chair rung
2. Cross right end over left end of string.



3. Wrap left end around pole, counter clockwise and thru the loop formed by this wrap-around.
4. Pull ends - Voila!
5. What good is this knot? Use it to secure round objects to something else: a pencil to backpack or notebook. What else? Securing horses to a hitching post!

Note: Practice makes perfect with this knot-tying. Keep trying - over and over - soon you'll get the hang of it. Also, this is definitely for girls - remember to encourage their participation.

* From THE KLUTZ BOOK OF KNOTS. See p.15 for description and how-to-order.

CONFLICT RESOLUTION

HUMOR: A POWER TOOL

by Joel Goodman

Humor is a powerful tool. It can be used for constructive purposes ... or it can be used in destructive ways. How can you tell which is which? You might find the answer in the following questions:

Is the humor that is being used (either spontaneous or planned) related to what is happening in your program (as opposed to "telling jokes for the sake of telling jokes")? If so, then it is more likely to serve constructive purposes.

Is the humor that is being used encouraging school-agers' readiness to learn (e.g., by putting them in a positive frame of mind, by adding energy and alertness to the group)? If so, then it will be making a positive contribution to your group.

Is the humor that is being used a form of "laughing with" as opposed to "laughing at"? The more you can "get with it," the more effective humor will be for you. The checklist below will give you a taste for how to distinguish between "laughing" with others and at others."

LAUGHING AT OTHERS

1. Going for the jugular vein.
2. Based on contempt and insensitivity.
3. Destroys confidence through put-downs.
4. Excludes some people.
5. A person does not have a choice in being the "butt" of a joke.
6. Abusing - offends people.
7. Sarcastic.
8. Divides people.
9. Leads to one-downsmanship cycle.
10. Reinforces stereotypes by singling out a particular group as the "butt."

LAUGHING WITH OTHERS

1. Going for the jocular vein.
2. Based on caring and empathy.
3. Builds confidence.
4. Involves people in the fun.
5. A person makes a choice to be the "butt" of a joke (as in "laughing at yourself").
6. Amusing -invites people to laugh.
7. Supportive.
8. Brings people closer.
9. Leads to positive repartee.
10. Pokes fun at universal human foibles.

The program's environment and the self-esteem of staff and school-agers can be enhanced by "laughing with" and destroyed by "laughing at." To corrupt one of Abraham Lincoln's sayings, "You can make fools of some people all of the time and all of the people some of the time, but you'll pay for it." It is clear that humor-at-the-expense of others costs. As one sixteen-year-old Chicago student put it, "The exploitation of people for the entertainment of others has to be one of the worst things you can do to a person."

You might take on the challenge to see if you can minimize the use of put-downs. If you are successful, you'll find much more you - more(humor): you will feel more self-confident (because no one will be making you the 'butt' of a joke) and you will feel more group cohesion (because the kids will feel safe in your program, without fear of being "laughed at" while they assume new roles or learn new skills).

See p.10 for training tips

This is excerpted from the LAUGHING MATTERS magazine edited by Dr. Joel Goodman. Subscriptions to this quarterly publication are available for $15. For more information on LAUGHING MATTERS, on the third annual national conference on THE POSITIVE POWER OF HUMOR AND CREATIVITY (to be held Saratoga Springs, New York on April 22-24,1988), or on the tenth annual HUMOR, CREATIVITY, AND MAGIC workshop (to be held August 7-12, 1988), please contact Dr. Goodman, Director, The HUMOR Project, Dept. S, 110 Spring Street, Saratoga Springs, NY 12866.

ADMINISTRATIVE NOTES

WHAT A DIFFERENCE A YEAR CAN MAKE

by Cheryl Dorman

What an important step I took when I attended the 1986 National Association for Young Children (NAEYC) conference in Washington, DC. I had gone to prepare myself for the unique sitiuation I had just inherited - having been a latchkey coordinator for all of three weeks. In the public school system where I work, two latchkey coordinators, each having a master's degree - as required by the state - admininstrate a program in nine elementary schools for 400 school-agers. Twenty-four caregivers, most with prior experience as homemakers and grandparenting, are provided information on ways to improve the after-school environment through monthly inservice meeting. At least once a week, we visit each school to see how the information is being used. This was our beginning step at improving a system which had existed for eight years without state approval.

The next step was the 1986 NAEYC Conference. I found most presentations in the school-age track to be relevant to my work. Like a sponge, I tried to absorb everything in FOUR days. I started on the shuttle bus at 7:30 AM and didn't stop until 5:30 PM. I missed quite a few breakfasts and dinners...who knows I might write the NAEYC diet book...

The highlight of the conference was the people I met: the staff of School Age NOTES at the pre-conference session; the people who ran school-age programs in Alaska, Boston, and Florida; as well as the many people from California who were already doing things I was just beginning to do in Michigan. In spite of geographic location, age of programs, or different forms of administration all attending found they had many things in common. Problems with administration, personnel, inservice training and licensing exist everywhere. All were looking for more parent involvement, quality programming, improved staff-to-child ratios, attractive space, better curriculum and MORE MONEY!

Following the 1986 conference, we hired several caregivers with college experience, started a parent support group, published a monthly newsletter, and improved the adult-child ratio. We also re-designed the after-school environment. It has been a year of growth! WHAT A DIFFERNCE A YEAR CAN MAKE!

To the many people I cornered in Washington, thank you for all the encouragement you provided. Many of your suggestions have been implemented in our program. This past October, our efforts paid off. All nine programs became licensed a mere seven years after the initial application was filed.

This year at the 1987 Chicago conference I felt like an old pro. (The shuttle bus was a piece of cake.) After using School Age NOTES for a year, I couldn't wait to tell Bonnie and Rich to keep the ideas coming. I saw many of my old friends from last year; their enthusiasm had not waned.

One of the most informative sessions was about state networking which led to the formation of the national school-age alliance. Back in Michigan, we are drawing on what we learned in Chicago to eventually organize all 83 counties into a state-wide coalition. By the time you read this, school-age programs in our county will have met for the first time to brainstorm ideas on how best to organize. Another step........

I attribute our success thus far, and our future success to NAEYC's gift of quality child care information.

See p. 11 for special NAEYC information on celebrating the WEEK OF THE YOUNG CHILD in April, 1988.

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DEVELOPMENTAL NOTES

WHAT KIDS FIND FUNNY

by Tracy Pesley

When I was asked to write an article on what kind of things kids find humorous, I thought it would be easy. I'd just go to work and observe the kids there. But I soon realized I was wrong. Some of the things I noticed after a few days were:

I associate humor with laughter. I was writing down all of the things that made the children laugh. At first, I was taken back at the kind of things I noticed children laughing at. A lot of it was slapstick type of stuff - when a child tripped or fell- the rest laughed. Or if one did something embarrassing - dropped something or said the wrong thing- they all laughed. It took me a while to realize that they were not laughing because they found these situations funny - it was more nervous laughter - relief that it was not them being embarrassed or hurt.

Actually, not a lot of laughter was occurring in the program. As I observed further - there didn't seem to be an abundance of laughter outside of the program either.

What surprised me was that the kids expressed humor in so many ways other than laughter. Sometimes it was just a smile and sometimes it's very quiet and all that was noticeable was a twinkle in the eyes.

Also, children laugh sometimes from sheer joy and delight, but it's not really humor.

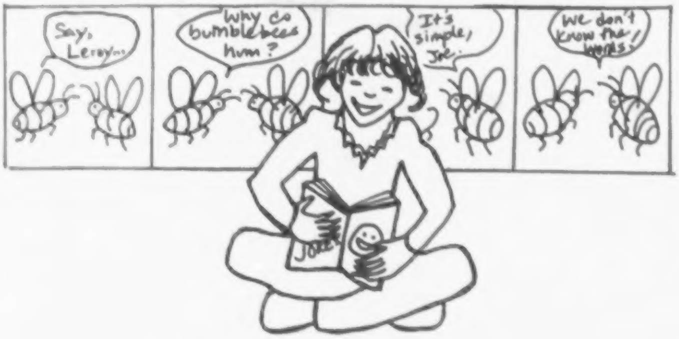
HAHAHAHEEHEEHEEHOHOHOHAHAHAHEEHEEHEEHOHOHOHAHAHAHEEHEEHEEHOHOHO

Would the kids in your program like to see their favorite jokes in print? Have them write to SAN with their best belly busters. Cartoons with captions will also be considered.

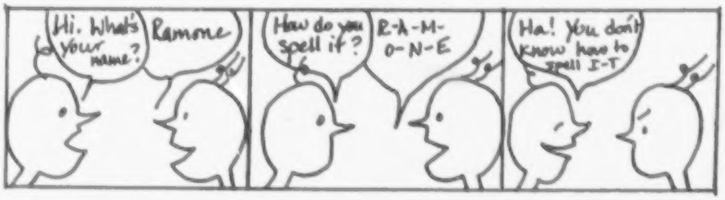
HAHAHAHEEHEEHEEHOHOHOHAHAHAHEEHEEHEEHOHOHOHAHAHAHEEHEEHEEHOHOHO

Broken down into ages, here are some of the things I've noticed kids find funny.

FIVE- & SIX-YEAR-OLDS:
Joke books, tongue twisters, Pee Wee Herman, riddles, silly songs, (like Kids Songs, or Wee Sing Silly songs).


Say, Leroy...
Why do bumblebees hum?
It's simple, Joe:
We don't know the words!
Joke

SEVEN-, EIGHT-, & NINE-YEAR-OLDS:
Joke books, tongue twisters, Pee Wee Herman, putting one over on adults.


Hi. What's your name?
Ramone
How do you spell it?
R-A-M-O-N-E
Ha! You don't know how to spell I-T

TEN-, ELEVEN-, & TWELVE-YEAR-OLDS:
Sarcasm, Pee Wee Herman, trying out new dances, lots of girl-boy interactions - not the nervous laughter but the humor they find in the newness and fun of it all.

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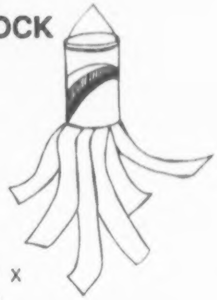
ACTIVITIES

RAINBOW WINDSOCK



WHAT'S NEEDED:

Cloth or Paper in rainbow colors
Scissors Paste Staples
Thread and Needles String

WHAT TO DO:

1. Cut out one 12" X 14" and six 16" X 1 1/2" pieces of cloth or paper - each piece a different color of the rainbow.
2. Join the 12" sides together - either sew, paste or staple - to form a tube.
3. Attach each of the six 16 X 1 1/2" pieces to one end of the tube to form the wind "tails".
4. Attach 3 pieces of string - 8 inches long - to top end of the tube. Use to hang windsock in the air. Enjoy!

RAINBOW PRISMS

WHAT'S NEEDED:

Three dimensional triangular clear glass
Water Mirror Soap Bubbles

DISCUSSION: Prisms make rainbows by bending white light which "creates" the rainbow colors. Three different prisms are: glass and sunlight; mirrors, water and sunlight; and soap bubbles.

WHAT TO DO:

GLASS AND SUNLIGHT

1. Place the triangular glass in a window so that light can shine thru the glass.
2. Look on the walls to see "rainbows". Can you see all seven rainbow colors?

MIRRORS, WATER AND SUNLIGHT

1. Fill a small container with water.
2. Place it near a sunny window.
3. Hold mirrors near the water. Position to catch the sunlight as it is reflected on the wall.
4. Experiment with tilting water and mirror till the rainbow forms on the wall.

SOAP BUBBLES

1. Mix 1 cup of water, 1/2 teaspoon sugar, 2 teaspoons liquid detergent together.
2. Blow through a plastic straw into the mixture.
3. Can you see the 7 rainbow colors in each bubble?

Note: Be sure to encourage both girls and boys to do these experiments and to talk about what makes the rainbow colors. The seven rainbow colors are: red, orange, yellow, green, blue, indigo, & violet.

IN GRINS

HOW TO PLAY:

Two or more persons

Call out or write on newsprint or chalkboard a "daffy definition". Players need to think of a rhyming pair that matches the definition. This can be played in pairs or teams or as one group.

For example:

Clothes for a pineapple = Fruit suit
Ill fowl = Sick chick
Oozing coin = ? ?
Changeable money = ? ?

From CAPTAIN D's 1988 Coupon Calendar

HA HA HA

HOW TO PLAY:

Two or more persons

One person (adult or school-ager) says "HA", the second says "HA, HA". Each person, in turn, adds another "HA". How many HA, HA's can the group say before everyone is laughing? Any number of kids can play - even two - going back and forth adding in more "HA"'s. Try having kids lie down on floor, in circle with one kid's head lying on the next kid's abdomen. The laughing contagion is multiplied in this position.

HAHAHAHEEHEEHEEHOHOHOHAHAHAHEEHEEHEEHOHOHOHAHAHAHEEHEEHEEHOHOHOHAHAHA

WHAT DO YOU GET WHEN YOU CROSS A DUCK WITH A COW?

Milk & quackers (crackers)

HAHAHAHEEHEEHEEHOHOHOHAHAHAHEEHEEHEEHOHOHOHAHAHAHEEHEEHEEHOHOHOHAHAHA

CURRICULUM CORNER RESOURCES

SCIENCE EXPERIMENTS FOR PRIMARY GRADES = The Electromagnet

CREATIVE SCIENCING = The Elastic Motor

SCIENCE EXPERIENCE WITH EVERYDAY THINGS = Wheels At Work

SCIENCE GAMES = Smart Charade Tag

FUN-TIME MAGIC = Vanishing Knot

MAGIC AND THE EDUCATED RABBIT = The Intelligent Egg
= Work It Out

RAINBOW FUN = Rainbow Prisms (See p. 15)

THE KLUTZ BOOK OF KNOTS = The Clove Hitch (See p. 15)

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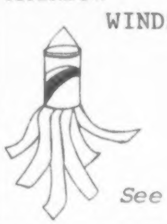
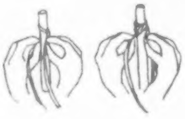
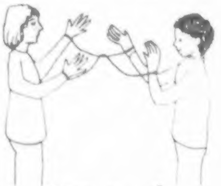
CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
RAINBOWS	RAINBOW CLOTHES: Use permanent magic markers or fabric paint to decorate T-shirts, tennis shoes, backpacks, cloth patches, wristbands in rainbow colors.	RAINBOW WINDSOCK  *See p. 8*	RAINBOW PRISMS *See p. 8*	RAINBOW SNACK: Select 7 fruits and 7 vegetables - one of each rainbow color. Make a rainbow fruit salad and vegetable dish. Serve for snack.	RAINBOW PLAY Write and act out a play about finding a pot of gold at the end of a rainbow. This is a fairy tale from many countries. See if you can find someone: senior citizen, great-grandparent or librarian who knows the whole story. Take their ideas to write and illustrate your own story
KNOTS	THE CLOVE HITCH  *See p. 4*	SOFT PRETZELS: Make soft pretzel dough and shape into different pretzel knots. Bake and serve for snacks.	VANISHING KNOT: Wind long shoelace or string around four fingers of left hand- forming an X. Pull one end - fold over - through the loop - leaving a tail. Pull tight to form knot. Pull ends and knot vanishes.	ARTISTIC KNOTS: Macrame, weaving, wind chimes all employ knots to create beautiful works of art. Local artists and MAKING THINGS (p. 15) can help.	THE NECESSARY KNOT: Have materials for kids to make necessary knots - in sewing, in sports (fishing), in play (rope swings), in clothes (knotted belt). Display pictures of items.
LAUGHTER	THE IN GRINS *See p. 8*	Watch short segments of women comediennes. Carol Burnett, Lily Tomlin, Goldie Hawn, Lucille Ball, Shelly Long, Whoopie Goldberg. Do imitative skits or stand-up acts spontaneously or practiced.	HA HA HA Game *See p. 8*	INTERNATIONAL CHILDREN'S BOOK DAY - April 2nd. Check out these Humor Books: A Treasury of Laughs for Boys & Girls Biggest Riddle Book in the World	WHAT MAKES YOU LAUGH? Take photos of kids laughing - display. Have kids draw or paint things that make them laugh. Tape record kids laugh - replay. Have a Giggle Day. Show Laurel & Hardy films.
TRICKS	WATER GLASS MAGIC: Fill water glass 2/3 full. Cover with cardboard. Turn over holding cardboard in place. Let cardboard go. What happens? Why? The cardboard stays, held by vacuum pull in glass.	WHAT'S YOUR NUMBER? Tell someone you can guess their age and birth month. HOW? Use this formula: BIRTH MONTH X 2 + 5 X 50 + AGE. Have them tell you the total. Then you subtract 250. The first number is the month. Last two are the age. Ex: 6 (June) X 2 = 12 + 5 = 17 X 50 = 850 + 7 (AGE) = 887 887 - 250 = 607	INTELLIGENT EGG *See p. 4*	FOUR OF A KIND *See p. 4*	WORK IT OUT  *See p. 4*
SMART	CELEBRATE WOMEN'S HISTORY MONTH by designating three days of each week in March for girls to be the leaders or the first chosen in every activity.	SMART CHARADE TAG *See p. 3*	ELECTROMAGNET: Wind thin insulated wire around an iron bolt. Leave 1" of wire free on each end of wire. Attach each wire end to each terminal post on a dry cell. Pick up metal with your magnetized bolt.	SMART JOBS	THE ELASTIC MOTOR *See p. 3*
SMART	WHEELS AT WORK *See p. 3*	BIRD NESTS: Find abandoned bird nests to observe, take apart, look at under microscope, categorize materials that make up nest and decide what type bird makes what nest.	GROW CRYSTALS: Break up charcoal in pie plate. Add 2 T. each of water, salt, bluing and ammonia. Crystals will form as liquids convert to a gas. From Bubbles Rainbows & Worms (Gryphon House)	BRICK-MAKING: Mix clay (from earth or art supply store), straw and water in bucket. Experiment to find what amount of each material makes best bricks. Form dough into brick shapes. Dry in sun or oven.	SOIL TESTS: Examine small samples of soil under a microscope, by touching, by testing for acidity or alkalinity. Visit local agricultural center for help with this.

TRAINING TIPS

SMART ROLE MODELS: HOW TO BE ONE

Most child care workers are women. Most women, as young girls, have not had exciting and meaningful SMART (Science, Math And Relevant Technology) activities to carry into adult life. In spite of the dramatic increase in women lawyers and doctors, most girls still do not aspire to be scientists, certified accountants, engineers or astronauts.

At the 1987 NAEYC conference, Rachael Theilheimer of Operation SMART (see p. 1 & 2), shared the following activity. Developed by Dr. Heather Johnston Nicholson, Director of Girls Club of America's National Resource Center, its purpose is to help women examine their attitudes toward math and science from childhood. This is the first step toward becoming free of childhood fears, anxieties and misconceptions, and free to be interested and enthusiastic.

PROPS NEEDED:

Seven pieces of 8"X10" cardboard
Magic marker

WHAT TO DO:

1. Ahead of time, print in large letters

BORED STIFF MATH WHIZ NONE/ALL THESE
VALIANT STRUGGLER MS/MR ANXIETY
FUTURE DOCTOR OR NURSE
BUILDER/TINKERTOY/ARCHITECT

one phrase on a separate cardboard.

2. Place cards in different sections of room
3. Tell participants to think back to when they were 6 to 12 years old. How did they feel about math and science.
4. After they have decided, ask them to move to card which best describes them.
5. Have each share why they chose the card. How did being a girl (or boy) affect how they related to SMART?

MARSHMALLOW MANIA

This activity is designed to bring out the fun-loving, laughing side of too-often serious adults. It can also be used with kids, but they don't seem to need it as much as we adults!

WHAT'S NEEDED:

Players divided into groups of five
Two bags of large marshmallows

WHAT TO DO:

1. Give each group ONE marshmallow.
2. Tell them to pass it around the circle, clockwise.
3. After 10 seconds, slip one more marshmallow to a player in each group with the instructions to pass it counter-clockwise.
4. Keep adding more marshmallows to each group. Before long, everyone is tossing marshmallows to everyone and full of humor.

NATIONAL HUMOR MONTH

To recognize April as National Humor Month, this issue of SAN contains FOUR articles and two weeks of curriculum activities related to humor.

Humor and laughter are credited with providing many benefits - from increasing the body's ability to fight infection and cancer ... to releasing stress, fear, anxiety, embarrassment, hostility and anger ...to being a great form of physical exercise. One hundred to 200 belly laughs a day are supposed to equal ten minutes of rowing! (See Laugh and Be Well, PSYCHOLOGY TODAY, Oct '87.) However, the ultimate benefit of laughter is that it makes us feel SO GOOD!

DIRECTOR'S CORNER

SACC ALLIANCE NEWS

The School-Age Child Care Alliance which was formed at NAEYC in November is still exploring organizational structure, membership services, and dues.

The SACCA Interim Board has been informed by NAEYC officials that direct affiliation with NAEYC is not possible. This is because the NAEYC affiliate structure is geographically-based rather than by interest area. However, NAEYC has offered continuing support for the expansion of the school-age child care field by accommodating the SACC Pre-Conference Day, encouraging membership and affiliation with state and local AEYC's, and offering space in NAEYC's Affiliate Newsletter for disseminating information about SACCA and SACC.

The 1988 NAEYC Conference in November is in Anaheim, Calif. (home of Disneyland). SACCA is currently planning a one-day training event during the Pre-Conference Day and an evening Alliance Caucus. SAN will keep you informed of both Alliance news and school-age events at NAEYC.

1988 IS SPECIAL YEAR FOR CHILD CARE

Child care in 1988 is getting lots of attention and fanfare. Much of the flurry of activity revolves around the 1988 WEEK OF THE YOUNG CHILD and the Act for Better Child Care Services (ABC).

PBS, Sesame Street, Captain Kangaroo, and Mr. Rogers will all have special programs during the week of April 10-16th to highlight the concerns of child care in America. PBS's special, WHO CARES FOR AMERICA'S CHILDREN?, will air April 13th.

Congress has introduced a $2.5 BILLION Act for Better Child Care Services (HR 3660 and S. 1885). THE WASHINGTON MEMO (Nov 23, 1987) - published by Day Care Information Services - has a detailed report on this bill and its chances for success. Thirty-four Senators and 143 Representatives are presently sponsoring this bill.

By highly publicizing the WOYC, NAEYC hopes to bring to everyone's attention that quality child care is crucial to America's children. The ABC is an avenue to quality care. For more information, contact your local AEYC or the Alliance for Better Child Care.

.....................advertisement.....................

WORK AND LIVE IN EUROPE

The US Military in Europe is seeking civilian employees for Child Development Services Coordinators and Education Specialists.

Child Development Services Coordinators develop, implement and supervise Child Development Services (CDS) operators which are designed to promote children's physical, social, emotional and cognitive growth from infancy to school age. Applications must have a full 4 year course of study in an accredited college or university leading to a bachelor's or higher degree which included major study in education or in a subject field appropriate to Child Development Services positions.

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U.S. citizens may be required initial overseas employment agreement is 36 months. For further information please write:

Civilian Recruitment Center
ATTN: AEAGA-CRC (SR-CDS-87)
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PROGRAM PLANS

PERMITTING HUMOR IN PLAY

by Jim Therrell

For the most part, granting yourself the permission to inject a little humor into your leadership style can be like trying to pushpin jello to the wall: you know it just won't work, so you don't even consider it or risk being embarrassed, looking silly, or getting frustrated - much less trying it!

Not all of us are natural at injecting humor into our daily exchanges with kids. When we play there's often the pressure of just trying to complete the activity or game without major chaos erupting. This pressure, as well as other constraints, can easily put a damper on one's willingness to inject humor. However, permitting humor to "play" a part in your leadership style can spell the difference between true joy and burnout.

First, injecting humor is really not that difficult and it can serve a surprising number of daily goals. Also, humor can take form in many ways:

A. Playing The Role ("Police Officer" for when it's time to clean up; "Game Show Host" when you want some questions answered; "Little Kid" in order to model or mirror behavior, or to let your child-self out to play.)

B. "Laughing Handkerchief" (As you toss a hanky into the air, ask which ever kids are listening to laugh as long as the hanky is in the air.)

C. "In Slow Motion" (During a game announce that "the slow motion camera is trained on us", demonstrate, then ask the kids to try it.)

As you can see, the main ingredient in humor with kids is FANTASY. Begin to utilize your imagination (unlimited!) to create new roles, new ways of moving, new rules, new games. Start looking for new props (a foam lobster that's a hat, a micro tuba, a slide whistle, Groucho glasses, eyebrows & moustache) which show that you can be silly and fun-loving too (as well as a disciplinarian!).

Next, make a commitment to risk. It's not easy to let go of familiar styles of leadership, even if they don't work very well. Knowing that habits die hard, you must make a specific commitment of time for how long or how many times you will attempt to become a vehicle of humor (at least for 6 weeks, once a day!) Gradually let go of the purely adult role which says you can't be silly, pretend, or act like a kid.

Also, let go of the notion that completing an activity or game will make a difference in five years. This can be a real barrier to granting yourself time and permission to wear your humor hat. What's much more important is to emphasize how the activity is proceeding. Otherwise, you're likely to rush and push the kids to finish "on time." (If you just have to finish-up because you promised the parents or principal, then at least add a fantasy like "Beat the Clock" to the activity.)

Finally, realizing that humor is readily available to you is really a product of your state of mind or present attitude. The following strategies will help you to achieve a more relaxed, confident, and positive state of mind:

TURN "Lemons into Lemonade." Sometimes you're faced with an ornery, undisciplined, or "lost" child, or the equip-

(con't on p. 13)

ment you were counting on is misplaced, borrowed or broken (or it's raining!). Consider it a challenge and opportunity to test your mettle and creativity (instead of fretting, stewing or exploding!)

ANTICIPATE that problems will arise with the child(ren) or event and ENVISION yourself creating a solution. This mind-set will take the surprise and frustration out of dealing with kids and your job environs. Also, it sure helps to know a few quick tricks if you get in a jam. (See Jan/Feb issue: SAVE TIME WITH TAG.)

PARTICIPATE with the KIDS! This habit will help you develop a much deeper appreciation for the way kids think and feel. With such appreciation you can better see the humor in play situations. This practice not only helps you to see opportunities for humor, it also provides a great model for the kids of how to play and interact in a group setting.

And finally, a warning: **Humor with kids is not sarcasm, put-downs, or a cause for embarrassment (except yours!).** There is a fine line here, and the way not to cross it is to keep your humor in tune with your good-natured self. In other words, don't let a rotten day or bad moment affect the tone of your interactions with the kids. Instead, discipline yourself to focus on a present moment (a child's eyes or find a smile--even your own!).

And remember, permitting a little humor with the kids may very well begin by humoring yourself!

<><> Jim is a regular SAN columnist. He is available for FREE consultation, 7-10 AM (Pacific Time), at 415-359-7331. (NOTE: Jim's tel.# was incorrectly listed in the Jan/Feb issue.) For creative leadership workshops and staff training (expenses only!), program design or special events, contact him at: PLAY TODAY! 1105 Oddstad Blvd. Pacifica, CA 94044

ADMINISTRATIVE NOTES

NATIONAL STUDY OF CHILD CARE STAFF

The National Child Care Staffing Study (NCCSS) is the first comprehensive profile in more than ten years of people working in child care centers. This 18-month study, which began in December, 1987 will examine professional preparation, demographic characteristics, pay, working conditions and rate of turnover in 245 centers in Atlanta, Boston, Detroit, Phoenix and Seattle.

A severe staffing crisis is occurring at the same time of an increasing demand for child care services. Centers report difficulty in recruiting and retaining adequately trained staff; parents are more and more concerned about the quality of child care.

The policy implications of the staffing shortage are staggering. Not only have training and consistency of staff been identified as a major determinant of quality services, but staffing decisions affect the availability and cost of services. By examining the links between the characteristics of the child care staff, their job satisfaction, and the overall quality of care, the NCCSS will contribute to efforts to create a comprehensive national policy for quality, affordable child care services.

For more information, contact Marcy Whitebook, Child Care Employee Project, P O Box 5603, Berkeley, CA 94705, 415-653-7148.

HAHAHAHEEHEEHEEHOHOHOHAHAHAHEEHEEHEEHOHOHOHAHAHAHEEHEEHEEHOHOHO
HAHAHAHEEHEEHEEHOHOHOHAHAHAHEEHEEHEEHOHOHOHAHAHAHEEHEEHEEHOHOHO

SHOULD WE GET FUR FROM A SKUNK?

Yes, as fur as possible.

WHAT DO YOU GET WHEN YOU CROSS AN OWL WITH A SKUNK?

A bird that smells bad but doesn't give a hoot.

WHAT IS A BUTT BLOTTER or RUMP RIBBON?

Toilet paper!

FOR CAREGIVERS ONLY

HUMOR NOTES

Working on a paper one day and talking out loud to myself, I tried to look up the word 'facilitator' in the dictionary. "Well here's facilitate and facilitation. What about facilitator? - tator - tator? Where's tator?" I started laughing out loud because saying "tator" sounded so funny. The other teachers asked what I was laughing about. When I told them, one laughed and said "tator tots". Then she really went off laughing and said "That would be a great name for a child care center - Tators for Tots.

HAHAHAHEEHEEHEEHOHOHOHAHAHAHEEHEEHEEHOHOHOHAHAHAHEEHEEHEEHOHOHO

Recently, we got a catalog filled with activity books in the mail at our center. Some seemed quite ridiculous. We laughed at several titles and then started making up our own:

101 ART PROJECTS TO MAKE WITH LEFTOVERS

CREATIVE MOVEMENTS WITH Q-TIPS

SCIENCE AND THE COMMON POTATO CHIP

HAHAHAHEEHEEHEEHOHOHOHAHAHAHEEHEEHEEHOHOHOHAHAHAHEEHEEHEEHOHOHO

It was the day the NAEYC validator came to make her visit. The school-age program director, Dawn Sterling, was naturally NERVOUS. But she was feeling okay about the visit. Things were going well. She was glad they had decided to have English muffin pizzas for snack. Healthy, easy-to-serve and a favorite of the kids. Until ... as one of the pizza rounds was being served...it slipped and landed upside down on the head of eight-year old Johnny Zhu. No one moved. No one spoke. Then, Johnny laughed. Then, everyone laughed; the tension broken!

The rule at the program was: shoes on at all times - a decree from the fire department. Michael, a kindergartener was stopped by the caregiver because his feet were shoeless. When confronted, Michael, looking down at his feet, exclaimed, "My gosh! That sure was a really powerful sandwich! It took my shoes off while I was eating."

HAHAHAHEEHEEHEEHOHOHOHAHAHAHEEHEEHEEHOHOHOHAHAHAHEEHEEHEEHOHOHO

At the staff holiday dinner, Susanne, who is real short and tiny, was describing a scenario with the kids that afternoon. Several kids had thrown a blanket over the loft and had crawled under with a flashlight. Susanne also had joined them. One kid cursed. With a sigh of relief, another kid said to Susanne: "That's the difference between you and the other teachers. You don't yell at us for cursing." Susanne told the kids: "Well, you really shouldn't use those words". "Oh, she is just like the rest" asserted another kid. But the first kid defended her: "No she isn't, she's cool". One of the other teachers chimed in: "Oh, sure, the kids think you're cool because you're so short; they think you're a kid just like them!". Everyone laughed.

HAHAHAHEEHEEHEEHOHOHOHAHAHAHEEHEEHEEHOHOHOHAHAHAHEEHEEHEEHOHOHO

Two of the older boys were always asking if they could play their clarinets. One day, the caregiver said "Oh, all right, for a few minutes." They played "Tequila" which has a good beat. Suddenly, all the kids and caregivers were dancing and laughing, full of electric energy.

Thanks to Dawn Sterling and Tracy Besley for their humorous contributions.

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LIMITED OFFERS

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by Imogene Forte

RAINBOW FUN
by Imogene Forte

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RAINBOW CRAFTS

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THE KLUTZ BOOK OF KNOTS

by John Cassidy

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THE KLUTZ BOOK OF KNOTS is no ordinary "all-you-can-do is-read-it" book. Each copy comes complete with 5 feet of nylon cord and each of the 25 knots can be practiced right there on the premises tied through the die-cut holes that accompany each of the illustrations.

It's knot tying for the landlubber, an absolutely foolproof connect-the-dots system that creates a unique gift, an intriguing puzzle, a practical tool, and an entertaining book.

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____	I Can Make a Rainbow	$14.95
____	Puddles & Wings & Grapevine	14.95
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____	Amazing Days	9.95
____	Make Mine Music	8.95
____	Children Are Children	11.95
____	Big Book of Recipes for Fun	12.95
____	Trash Artists Workshop	8.95
____	Native American Crafts	8.95
____	MAKING THINGS: The Handbook of Creative Discovery	9.95
____	FROM KIDS WITH LOVE	8.95

The EASY-TO-DO After School Activity Series

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____	Set B - Paper Capers, Puppets, Science Fun	12.95

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____	Outrageous Outdoor Games Book	12.95
____	Incredible Indoor Games Book	12.95
____	Come & Get It	8.95
____	Super Snacks	4.95
____	A Sigh of Relief: The First-Aid Handbook for Childhood Emergencies	14.95
____	A Kid's Guide to First-Aid: What Would You Do If . . . ?	5.95

SCHOOL-AGE CHILD CARE

____	HALF A CHILDHOOD: Time for School-Age Child Care	$12.95
____	School-Age Child Care: An Action Manual	16.95
____	Activities for School-Age Child Care An NAEYC Publication	4.95
____	3:00 to 6:00 PM: PROGRAMS FOR YOUNG ADOLESCENTS	16.95

CHILD GUIDANCE & RELATED ACTIVITIES

____	Please Don't Sit on the Kids: Alternatives to Punitive Discipline	10.95
____	Creative Conflict Resolution	11.95
____	Self-Esteem: A Classroom Affair Vol. 1	9.95
____	Self-Esteem: A Classroom Affair Vol. 2	9.95
____	Private "I"	4.95
____	Cooperative Sports & Games Book	10.95
____	OTHER WAYS, OTHER MEANS	12.95

PROFESSIONAL RESOURCES

____	WHAT'S YOUR NEXT MOVE? (A board game for staff training)	34.95
____	Misbehaving	12.95
____	Survival Kit for Teacher	11.95
____	School's Out—Now What?	10.95
____	Day Care Management Guide	29.95
____	Skillstreaming	13.95
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NEW

THE KLUTZ BOOK OF KNOTS	8.95
RAINBOW FUN	4.95

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- *Orders more than $25 that are to be billed must be accompanied by agency purchase order.*
- Money-back guarantee on all orders.

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RESOURCES

SALARY SURVEYS: HOW TO'S

"Salary Surveys: How to Conduct One in Your Community" is a newly revised 32-page booklet providing a step-by-step guide on how to collect reliable information about child care staff salaries and benefits. Includes sections on why salary data is useful, procedures for collecting data, methods for financing a survey, and how to publicize survey results and use the data to build support for wage upgrading policies. "Salary Surveys" is designed to be used by groups who have little or no previous research experience. A removable sample survey, which has been tested in eight communities, can be used, as is, by groups undertaking their own surveys.

Written by Marcy Whitebook, Executive Director of the Child Care Employee Project, and Dan Bellm, child care advocate, it is available from CCEP, P O Box 5603, Berkeley, CA 94705 for $4.00/copy.

RESOURCES

THE BOTTOM LINE

The Child Care Action Campaign (CCAC) will convene a national conference, "Child Care: The Bottom Line", March 17-18, 1988 at the Waldorf-Astoria in New York City. Five hundred leaders from business, media, government and public interest groups are expected to attend to analyze the economic impact of child care on both the public and private sectors and on families themselves. By casting the child care debate in economic terms, and drawing the link between an increased investment in child care and economic well being, this conference can affect the change necessary to improving the child care system.

For more information, contact Amy Moore,
Child Care Action Campaign,
99 Hudson Street, Rm 1233,
New York, NY 10013, (212) 334-9595.

* * *

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FEATURE

WHY WE STOPPED SUMMER CARE

by Dawne Stirling

First, let's take a look at school-age child care. It is care for children ages five through twelve years in the hours before and after school. Programming generally is full of choices, not too structured, different from school and approximately five hours long. School-agers, in care, potentially spend nine and a half months in the school-age program. For many, they will be in school-age care from kindergarten through sixth grade, a total of seven years. Can you fathom being in the same school-age program for seven years? Probably not. Therefore, when considering whether to extend a school-age program into the summer, careful examination is needed.

What is summer care? What could it be? These are the important questions to consider. When I think of summers as a child, I have very special memories. There were days filled with swimming, capture the flag, tennis, scavenger hunts, song fests and much more. I remember swimming nearly every single day. We could swim so long and play so hard in the water that it would hurt to breath when I got out. I recall overnights under stars in sleeping bags with camp fires and scary tales. Several times we camped far in the woods and had to carry all the supplies and gear in. What fun I recall having during the summer. So much different than the school year. There were new and challenging environments to explore and conquer, new friendships to form and a wide variety of activities available that were particularly conducive to summer weather. Summer time offered plenty of time to revitalize for the school year.

For children, being away from the school-year program for the summer and attending a different program specifically designed and run for the summer months can be beneficial in a variety of ways. One, the kids would have a break from the standard school-age program similar to the break they get from school. They would also have opportunities to develop new friendships, explore new environments, learn new skills with different adults who are specifically trained and enthusiastic for summer care. Opportunities to attend special sports camps, day camps, sleep-over camps would become available for the kids. Many of these programs have years of experience organizing and running summer programs for children.

WHY WE STOPPED SUMMER CARE *(con't from p. 1)*

Staff can also benefit from being away from the school-age program in the summer. They, too, can enjoy a breather, after a school year of working closely with a group of kids. Staff in some school-age programs are part-time and don't necessarily want more hours. They might be students who want to travel home for the summer to work full time.

Closing for the summer can mean the director will not have to re-hire and re-train "new" staff, which is a real plus for preventing director burn-out. Summer can be a time to re-organize files, work on special projects, clean out storage closets, and do the kind of fix-ups and remodeling the school year calendar does not facilitate.

In making the decision to open for the summer months, some of the changes to consider are the: 1) longer hours for staff and children, 2) higher fees and deposits for parents, 3) increase of work hours and staff, 4) new and different program approach, 5) access to adequate resources. The two months of summer programming requires a fresh approach.

We are closing for the third summer in a row after being open for ten previous summers. Our first summer closure wasn't easy. Parents panicked at the first announcements although many had been involved in the decision. We contacted and reviewed local summer programs in order to assist parents in the transition. This was the hardest and most difficult piece we dealt with. But, after the first year of closing the benefits were acknowledged by children, parents, and staff. The children were refreshed by the new experiences. When they returned in September, the kids found the after-school program exciting and rather special. Seeing friends again and sharing experiences from the summer helped form healthier attitudes toward the school-age program. The parents were happy because their kids enjoyed new and varied experiences. Former staff returned ready to begin the year rejuvenated, energetic, and enthusiastic.

IF YOU MUST PROVIDE SUMMER CARE, CONSIDER THESE IDEAS:

☐ Create a whole new program with a new director, new staff, new name, even some new kids.

☐ Plan for some activities and experiences to occur in a totally different setting - local church, camp site, community parks and pools, library, or computer center.

☐ Plan a system for kids being able to attend sports camps or an overnight camping week. One program divided the summer into five two-week sessions. Parents could sign their kids up for all five two week units or just one or two. This allowed for kids to attend special sports camp, go visit the non-residential parent and go on vacation without losing their place in the program or without their parents having to financially commit themselves to the whole summer.

☐ Utilize local libraries and other community resources that have information on camping, arts and crafts projects, games, songs and anything else that would make your program special.

☐ Begin planning for the summer program as early as you can. This will help make it less stressful during the transition period at the beginning of summer.

For the amount of time, cost and work it takes to develop, start-up and run a quality summer program, consider your options seriously. Remember and think about what summer care can be for a child.

<><> Dawne Stirling is the Director of the Latch Key Children's Center in Seattle, WA.

© 1988

SAMPLE PLAN FOR TWO-WEEK SESSIONS

SUMMER

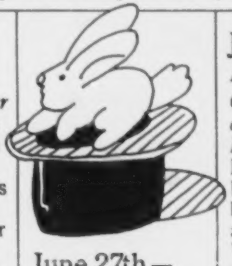
This summer at Sunrise is going to be better than ever.
With fun experiences planned for preschoolers and the schoolage "Superstars".

June 1st – June 10th

Putting It all Together
Like the great chefs of the world we'll be mixing, combining, and making all kinds of things. Some to eat and some just for the fun of it. Our "menu" will include bread, clown make-up, silly putty, candles, and rock gardens. We'll visit a bagel factory and a paint factory.

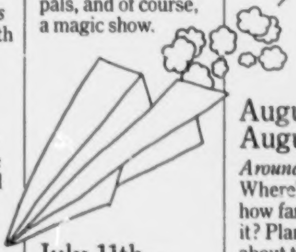
June 13th – June 24th

New Found Friends
What do you do with sticks and socks, plus a little paper and wood? Make puppets. And we will. After making puppets we'll make some costumes and a theatre and treat our parents to an "off broadway" show. We'll also get a visit from a professional puppet maker to see how puppets are made.



June 27th – July 8th

Secret Codes and Magic
Magic! Codes! Secret messages! Get ready to learn a little about them all. We'll learn how to do magic tricks and write messages in secret codes. Once you've learned, it will be time to try them out on your friends. Our special activities will include a trip to the Post Office, writing to pen pals, and of course, a magic show.

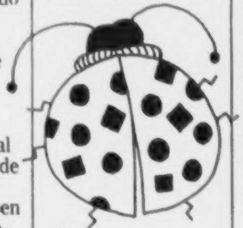


July 11th – July 22nd

The Wonders of Paper and Fabric
Starting from the very beginning we'll actually make paper. Followed by "Oragami" (the art of folding), books, photography, basket weaving, tie-dyeing, and boat making. Visits to a newspaper and a printer top off the week's fun.

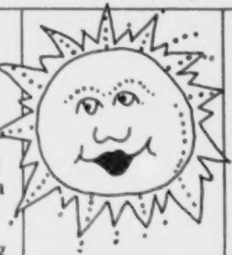
July 25th – August 5th

Creepies, Crawlies and Other Beautiful Things
Have you ever tried being friends with a lady bug? Well, it's about time you did. We'll create exciting projects, including terrariums, bug catchers, and bird feeders. Then we'll visit bee hives, a pet store, and there will be a very special trip to the Desert Sonora Museum.



August 8th – August 19th

Around the World
Where's China? And how far of a walk is it? Plan to learn about the world by making maps and globes. We'll learn different customs by making things from around the world. We'll have fun making piñatas. We'll see food from Japan being made at Benihanas, pictures from a travel agency, and, we too, will travel on a scavenger hunt.



August 22nd – August 29th

Sun Power
It's big. It's bright. And it keeps us warm. But what else can the sun do? We'll make solar ovens, dry our own food and fruits, and learn about energy conservation. Visits from solar engineers and a fascinating trip to the famous Ahwatukee House of the Future brighten up the end of summer.

Optional Programs

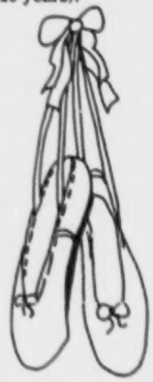
For an additional charge we are offering Gymnastics, Ballet, Swimming Lessons, Free Swim for Schoolagers, Computer Classes, and a Kindergarten Readiness Class.

There's More

We're looking forward to an exciting summer. In addition to our regular activities, we'll be square dancing, bowling, going to movies, learning to speak Spanish, and practicing our manners by visiting a restaurant. We're even planning to go fishing.

"Summer at Sunrise" will be happening soon. Enroll by May 20th and receive a free T-shirt. Please call for more information and to arrange a visit.

Be sure to visit our Toddler Center too. It will be open with lots of fun activities for ages 20 months and up. We serve 20 months to schoolage (10 years).



AT SUNRISE

* *Thanks to the SUNRISE FOUNDATION in Scottsdale, AZ for permission to include this flyer in SAN.*

TRAINING TIPS

PERSONALITY SELF-RATING SCALE

USE THIS SCALE IN ORIENTATION OR TRAINING SESSIONS WITH TEEN-AGE STAFF. IT'S A GREAT LEAD-IN FOR DISCUSSIONS ON EFFECTIVE GROUP LEADERSHIP.

Circle the appropriate number following each trait. FOUR is outstanding, THREE is above average, TWO is average, ONE is poor.

1. Do I maintain a well-groomed appearance? 1 2 3 4
2. Do I have a pleasing voice? 1 2 3 4
3. Is my posture alert and poised? 1 2 3 4
4. Do I make friends easily? 1 2 3 4
5. Do I exert positive leadership? 1 2 3 4
6. Am I generally thoughtful of the feelings of others? 1 2 3 4
7. Is my enthusiasm sincere and contagious? 1 2 3 4
8. Do I persevere until I achieve success? 1 2 3 4
9. Am I sincere in my interest in other people? 1 2 3 4
10. Am I ambitious to get ahead? 1 2 3 4
11. Do I get along well with others? 1 2 3 4
12. Do I react constructively to criticism? 1 2 3 4
13. Do I remember names and faces? 1 2 3 4
14. Am I punctual on all occasions? 1 2 3 4
15. Do I have and evidence a spirit of cooperation? 1 2 3 4
16. Am I free of prejudice? 1 2 3 4
17. Do I know how people react in most situations? 1 2 3 4
18. Am I generally a good listener? 1 2 3 4
19. Do I refuse to allow what other people say to hurt me? 1 2 3 4
20. Can I criticize without giving offense? 1 2 3 4
21. Do I usually like people for what they are, or do I wait to see if they like me? 1 2 3 4
22. Is my disposition cheerful? 1 2 3 4
23. Do I enjoy being part of a group? 1 2 3 4
24. Am I reliable? 1 2 3 4
25. Can I adapt myself to all situations? 1 2 3 4
26. Am I easily discouraged? 1 2 3 4
27. Do I apply myself to problems of each day? 1 2 3 4
28. Can I make decisions quickly and accurately? 1 2 3 4
29. Am I loyal to my supervisor and co-workers? 1 2 3 4
30. Do I try to get the other person's point of view? 1 2 3 4
31. Am I neat and clean in my work? 1 2 3 4
32. Do I know where I make my mistakes and do I admit them? 1 2 3 4
33. Am I looking for opportunities to help others better? 1 2 3 4
34. Am I following a thought out plan for improvement and advancement? 1 2 3 4
35. Can I accept honors and advancements, yet keep my feet on the ground? 1 2 3 4
36. Am I playing the game of life honestly and fairly with myself, my co-workers, and with the school-agers I lead? 1 2 3 4

Evaluate your score. If your score totaled over 100, your personality rating is definitely superior. If you've been honest with yourself, you are among the people who are most likely to succeed. 90-100 is above average. 75-90 is average. Below 75 shows room for improvement. How did you rate?

CONFLICT RESOLUTION

SUFFERING SIBLINGS

by Tracy Besley

ROBERTO and RACHEL

Roberto, age 11 is supposed to help Rachel, age 7, with her homework every day. Lots of other kids offer to help Rachel; kids that would enjoy it. Roberto doesn't, he would rather play. Rachel stamps her feet, cries and screams at anyone else who offers to help her and insists that Rob help or "Mom will spank you."

RUSTY, RONNIE and RUTH

Now eight years old, Rusty, Ronnie and Ruth, triplets, argue and bicker almost constantly. They bring lunch in one big container and fight over having to share.

GEORGE, AKOSUA and JONATHAN

George, 10 and Akosua, 9, follow Jonathan, 5, everywhere and run interference for him with other children. They make sure he gets the toys he wants and that no one takes them away from him. They have instructions from their mom to hit anyone who hurts Jon.

During the summer, many programs have more sibling pairs and trios. School-agers, whose parents may have felt okay to leave them at home alone after school, are now needing all-day supervision. Increasingly, parents are looking for summer supervision for kids as old as ninth graders. Siblings in the same program add a challenge, especially if one or more of the siblings is a teen!

How to surmount the summer-sibling scene and still have sanity when school starts? One of the things that has helped me is a book called - Siblings Without Rivarly by Adele Faber and Elaine Maylish.

My first experience with siblings was with my own brother and sisters. I came to believe that I did not have much in common with them except having the same parents. I decided that given a choice, I would probably not choose my siblings as my friends. Faber and Maylish say:

> "Instead of worrying about siblings becoming friends, I began to think about how to equip them with the attitudes and skills they'd need for all their caring relationships. There was so much for them to know. I didn't want them hung up all their lives on who was right and who was wrong. I wanted them to be able to move past that kind of thinking and learn how to really listen to each other, how to respect the differences between them, how to find ways to resolve differences. Even if their personalities were such that they never could be friends, at least they would have the power to make a friend or be a friend."

So the first step toward coping with siblings, for me, was giving up the expectation that siblings are going to behave reasonably toward one another simply because they are related. When I let go of this expectation, I am able to allow their negative feelings toward each other. Before, I would deny their feelings with comments like "But she's your sister" or "How could you, he's your brother?"

Faber and Maylish point out a puzzling paradox:

"INSISTING UPON GOOD FEELINGS BETWEEN SIBLINGS LED TO BAD FEELINGS. ALLOWING FOR BAD FEELINGS LED TO GOOD FEELINGS."

I learned the hard way, as the authors point out, the importance of treating each child as a unique individual and avoiding comparsions. Whether favorable or unfavorable, comparsions cause unhappiness. Instead of: "Why can't you hang up your clothes like your brother?", try describing what you see, "I see your jacket on the floor". Or, describe what you feel, "That bothers me". Or, describe what needs to be done, "The jacket belongs in the closet.". Instead of: "You're much neater than your brother.", speak only about the behavior that pleases you. Describe what you see, "I see you hung up your jacket". Or, describe what you feel, "I appreciate that. I like seeing our hallway looking neat."

The key, though, is to remember that each sibling is special and unique and to treat them that way.

BOOK REVIEW

MAGIC AND THE EDUCATED RABBIT

reviewed by Bonnie Johnson

by Joel Goodman & Irv Furman

The 360 MAGICAL MOTIVATORS contained in this book are designed to help kids, SACC workers and parents think, enjoy, dream, imagine, smile and see the impossible become possible. Simple how-to-do instructions and captivating drawings accompany each of the 45 tricks.

Divided into three sections, this book has tricks to help with 1. basic concepts: math, science, reading, social, physical and health; 2. life skills: communication, self-concept, problem-solving, respect for people and property; and 3. creating a positive program atmosphere. Multiple ways are included to expand 45 tricks to 360 ideas, from how earthquakes work to how to get and keep kids attention, plus two pages of resources.

Teen workers and older kids will also be attracted to learning, demonstrating and teaching these easy-to-do tricks. (See SAN March/April '88 for two tricks: WORK IT OUT and INTELLIGENT EGGS).

$9.95 + 1.00 s&h. From THE BOOKSTORE AT SAGAMORE INSTITUTE, Sagamore Rd, Raquette Lake, NY 13436, 315-354-4303.

NOTES & QUOTES from OUR READERS

February 18, 1988

I have been a fan of "School Age NOTES" for several years. My teachers of school-agers find many good ideas and materials in each issue. An issue on humor was a good idea.

HOWEVER, I must express my great disappointment and deep disgust that you would print the crude "bathroom humor" circled on the enclosed sheet. [WHAT IS A BUTT BLOTTER or RUMP RIBBON? Toilet paper!] Of course children will tell each other such things, and snicker. It would be naive to think otherwise. That does not provide any rationale, any logic, any justification for printing something like that in teacher materials--whether for the teacher's "entertainment," or, heaven forbid, to be shared with the children.

It's just very unprofessional for you to have printed that in your publication; totally out of place.

Pheroba A. Thomas, Ed.D., Director
Fort Payne-DeKalb County, Alabama

December 11, 1987

APPLAUSE! APPLAUSE!!

Please convey to Tracy Besley my appreciation for her excellent feature article on "TIME OUT" in the January-February 1988 issue.

The principles and points as she has expressed them explain precisely the concepts I work passionately to convey in workshops I present for providing training in our region. In fact, her article would have made the perfect "hand-out" to accompany the most recent session I was asked to do in November in East St. Louis.

Thank you for the quality work in SAN.

Sheryl A. Gregory, Director
Jacksonville, Illinois

.....................advertisement.....................

WORK AND LIVE IN EUROPE

The US Military in Europe is seeking civilian employees for Child Development Services Coordinators and Education Specialists.

Child Development Services Coordinators develop, implement and supervise Child Development Services (CDS) operators which are designed to promote children's physical, social, emotional and cognitive growth from infancy to school age. Applications must have a full 4 year course of study in an accredited college or university leading to a bachelor's or higher degree which included major study in education or in a subject field appropriate to Child Development Services positions.

Education Specialists influence and initiate curriculum design through instruction and preparation of lesson plans. Applicants must have completed a full 4-year course leading to a bachelor's degree from an accredited college or university which includes at least 18 semester hours in education.

BENEFITS INCLUDE:

- starting salaries from $18,358 to $27,172 commensurate with experience
- vacation and sick leave
- retirement, and health and life insurance programs
- tax-free housing allowance
- tuition-fee American Schools for children (K-12)
- transportation of family, household goods, and auto at government expense
- use of military retail sale facilities (department store, etc.) and military medical facilities
- exciting travel opportunities
- employment opportunities for spouses and family members

U.S. citizens may be required initial overseas employment agreement is 36 months. For further information please write:

Civilian Recruitment Center
ATTN: AEAGA-CRC (SR-CDS-87)
APO NY 09403-0101

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DEVELOPMENTAL NOTES

ADOLESCENTS: A DOUBLE-EDGED DILEMMA

Many school-age programs provide care for the 10-15 year olds and employ the 15-18 year olds, especially in summer.

To work effectively with these two teen groups, an understanding of their development is essential and sanity-saving! Two major characteristics of adolescent development are: vulnerability and change. The ten-to-fifteen year old group experiences the most vulnerability and the most change. Joan Lipsitz in a testimony to the House Select Committee on Children, Youth and Families in 1983 stated:

> "The onset of various marker events of puberty, like the adolescent growth spurt, the appearance of secondary sex characteristics, and menarche/ejaculation, are so variable that it is difficult for adolescents to feel "average" -- i.e., normal. While the range of normal onset can be six years, every adolescent wants to come straight in on the 50 yard line, right down the middle of the field. One is always too tall, too short, too thin, too fat, too hairy, too clear-skinned, too early, too late. Problems of self image are ...rampant."

Along with major physical changes, adolescents enter a new cognitive territory: ABSTRACT THINKING. The ability to think through problems, plan future actions, visualize hoped-for treasures or events bloom in this stage of life. With abstract thinking, teens are also able to see, in their mind's eye, themselves as others see them. The eight and nine year olds can freely abandon themselves in dramatics and sport endeavors in front of most audiences. However, with a teen who has achieved abstract thinking, the "imaginary audience" occurs. They become aware, acutely so, that others can see them. It does seem cruel that at the same time teens are able to "see themselves as others see them" they are experiencing such profound and rapid and bewildering physical changes. Self-identity , self-consciousness and mercurial mood changes abound!

This self-consciousness and preoccupation with self leads to what David Elkind terms the "personal fable". Joan Lipsitz asserts:

> "A critical task of adolescence is breaking through this ... egocentrism. This is a story the adolescent ... believes to be true: that ...she is unique, immune, even immortal. Many adolescents, especially young adolescents, are locked into their "personal fable" and therefore feel that "it can't happen to me" .... This combination of this sense of immunity with adolescents' need to take risks, to be adventuresome and spontaneous is one aspect of (their) development that makes them so vulnerable...."

However, Lipsitz outlines a higher view:

> "Adolescence is a time in life characterized by striving for achievement and competence. This view of adolescence is so radically different from social stereotypes that it bears underscoring. Konopka talks about adolescence as an 'age of commitment', a move into 'true interdependence'. Commitment includes a search for one's identity but also 'points toward the emotional, intellectual, and sometimes physical reach for other people as well as ideas, ideologies, causes, work choices.' According to Konopka, to acknowledge adolescence as an age of commitment is to elevate it from a stage to be 'endured and passed through as rapidly as possible to a stage of earnest and significant human development'. Adolescents, shaky in self-esteem, beginning to have a new-found sense of personal destiny, and intensely self-conscious, are dependent on adults to afford them opportunities for achievement, competence, and commitment...."

It is at this point that programs serving and employing teens can have a critical effect on teens.

In resources, developed and distributed by the Center for Early Adolescence, one aspect that consistently is the mark of a successful program with teens is an ADULT WITH WHOM TEENS CAN FEEL COMFORTABLE AND WITH WHOM THEY CAN IDENTIFY.

WHO IS THE ADULT IN YOUR PROGRAM WITH WHOM TEENS CAN IDENTIFY?

SUMMER SCENE

GET READY FOR SUMMER

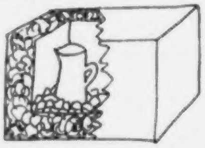
CREATE A FACE Apply different colored sunscreens to their faces to create a mask or design.

SUN PROTECTION Set the following materials out in the art area: construction paper, glue, scissors, string, staplers, colored cellophane paper or lighting gels. (Try a florist shop for cellophane paper, a theatrical lighting company or supply house for gels.) Let kids create their own sunglasses & visors.

SUNNY SHAPES Lay several different objects (keys, small cars, leaves, pencils, etc.) on sheets of colored construction paper and sit them out in the sun. The paper will fade except where the objects are.

CAR COLORS On a hot afternoon, visit a parking lot and do a touch test on different colored cars. Which are hot? Which are not? Why? Warn kids to touch quickly and briefly to prevent burns.

KEEP IT COOL : Make your own cooler. It really works! Put six inches of newspaper in the bottom of a large cardboard box with a lid. Place a smaller box inside it. Stuff newspaper between the sides of the two boxes so the small box is surrounded by newspaper. Line the inside bottom of the small box with aluminum foil. Place a container of lemonade and a baggie full of ice inside the small box. Put a lid on the small box. Add more newspaper and close the lid of the large box. 3



SIZZLING SIBLINGS

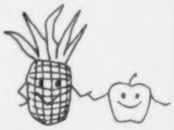
A GOOD DEED A DAY Have kids pick one person in their family to receive a daily good deed for a week, but keep it a secret! Observe the person carefully and plan deeds that are sure to please. Kids will need to discover the habits, likes, and dislikes of the person. Maybe, one day they could leave a small bag of peanuts, a nice note or some jokes. Once they get started, good deeds will come easy.1

WHOSE IS WHOSE? Have all the staff bring in pictures of their siblings (or cousins, for only children). Post them on the bulletin board without labeling them. Let the kids guess whose siblings they are. Label them at the end of the week.

HOW CLOSE? Compare silhouettes of siblings (or cousins) for similarities. Also try comparing fingerprints. Use a magnifying glass for this.

FANTASY Have kids write (or draw) a description of their ideal sibling. What would they look like? How would they act? How would they get along? How about putting on the perfect sibling skit.

FOOD FAMILIES : Create a poster with the four food groups labeled as the 'food families'. Draw pictures of food siblings. For instance, sweet potatoes and potatoes; apples and pineapples.



FRAMED

CLAY FRAME Mount item to be framed on a piece of thin cardboard. Roll clay into four separate balls. Roll each ball back and forth between hands until it becomes long and cylinder shaped. Attach the clay to each side of the cardboard; just push it down around it. Pinch each corner together. Let dry for several days. When dry, it can be painted or left the natural color.

SUMMER IS HERE ! Create a living picture. This can be performed for the staff, another group of children or parents. One child is the 'artist' and comes out on the designated stage area and introduces the painting, saying "I will now create a picture of summer. First, I will put in green grass." Then, one or 2 kids will walk out onto the stage area and lay down and repeat "green grass" over and over. The artist then adds flowers, hot sun, bees buzzing and whatever else the kids decide on. They all continue repeating their parts over and over simultaneously. When the picture is done, the artist says it's time to frame it. One or two children walk in a circle around the "picture" repeating "frame, frame" and the "picture" is complete.

BREAD PAINTING Mix food coloring (or natural food 'dyes': beets=red; red cabbage=purple;) with milk. Use Q-tips to paint pictures on bread. Toast tnem in the toaster set on light. The crust will frame the picture.

WOODEN FRAME Knock apart a fruit crate to get the wooden ends. Carefully, pry the cardboard backing from the ends. Try to remove without damaging it. Measure and cut out the cardboard the same size as the frame. Center artwork in the frame. Tape the cardboard to the back of the frame so the art faces out. Some kids might enjoy painting or making a design on the frame. Add a wire to the back and hang. 5

SO SEW

BURLAP PLACEMATS Prepare a 12" x 18" piece of burlap by spraying it with starch, then iron it. Fold masking tape around the edges to prevent the fabric from unraveling. Draw simple pictures or designs on the fabric with chalk. Using yarn and a large eye blunt needle, outline the design with a running stitch. Use other stitches, such as the chain stitch to fill in the open spaces. 2

MACHINERY Bring in sewing machines for the day (or week). Let the kids practice threading it and sewing lines on thick fabric. They can make great designs this way.

PUNCH & SEW Have kids make their own punch-and-sew card. On thin cardboard, draw pictures and then punch holes along the lines of the picture with a hole puncher. Sew with blunt-end tapestry needles threaded with yarn.

MOVE AROUND Creative movement with yarn: Provide kids with assorted sizes of yarn, anywhere from 10" to 30" long, plus a couple pieces that are 6 feet or longer. In an open space, inside or out. Put on music and let the children move their bodies and the yarn to the beat. Vary the music from loud and lively - to - soft and slow.

NET KNOTS Sew fishing nets. Find someone in the community who can teach kids how to make nets. OR, check the library for a film or book on the subject. Then put a fishing net on the wall. Put out spools and spools of strong string. Let kids and staff problem-solve together how to make the nets.

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SUMMER SCENE

TESTS

Intelligence alone does not determine the outcome when a student sits down to a test. Those who are in good physical and emotional health, who knows why it's important to do one's best, and who've had previous exposure to test formats, instructions and procedures can naturally be expected to score considerably higher than those without these advantages. Test-wise students are less anxious, have greater control and can more effectively draw on their knowledge of the subject being tested when they:

- have prior experience in testing situations,
- understand the purpose of the test and knows how the results will be used,
- are able to follow instructions & directions because they understand the vocabulary and are familiar with test format,
- know how to avoid common errors,
- know how to use their time efficiently,
- can apply special strategies to solve different kinds of tests questions,
- can maximize their scores by informed guessing when not sure of the correct response.9

TESTING, TESTING, TESTING

SEE THAT A In a quiet, warm room (or outside if warm), dim the lights and put on soft music. Ask the kids to close their eyes and visualize themselves getting a good grade on a test (whatever is good to them). Have them picture themselves sitting at a desk, writing down answers. Tell kids to see in their mind that they know the answers. Have them see themselves finishing and smiling because they know they've done well. Now have kids imagine the teacher handing back their paper with a good grade written on it. Ask them to look so they can clearly see the grade.

TIPS. During a group discussion, talk about what are good test-taking skills, what things influence one's ability when taking a test. Write ideas down. See TESTS for ideas.

PRACTICE TESTS. Have kids devise short tests (the same kinds their teachers give them). Then let them trade with each other. Kids then get to correct the test they created.

SUGAR OR PROTEIN Do a comparison test. Monday have a snack with high sugar content, wait 30 minutes to an hour. Give the kids a test. On Friday, give the children a snack high in protein with no sugar or caffeine. After snack, give them the same test. Compare the results. Did food make a difference? Also, compare how the general tone and behavior of the group was on both days. Relaxed? Quiet? Noisy? Wild? Fun? Fights?

MEMORY MAKER, MEMORY MAKER This test can be used with the SUGAR OR PROTEIN activity. Five points are given for each yes answer. The title of MEMORY MAKER is given to anyone with a score of 50 or more. The TEST:

1. Describe in detail the clothing the first person you saw today was wearing?
2. List every single food you ate yesterday?
3. Exactly what time did you get up and what time did you go to bed yesterday?
4. Name every person you spoke to yesterday?
5. How many kids are in your school?
6. How many clocks are in your house?
7. Exactly how old are your parents and what are the dates of their birthdays?
8. What is the color of your teachers' hair and eyes?
9. How many pieces of mail were delivered to your house yesterday?
10. Who baked the last birthday cake you helped eat?
11. How many pages were in the last book you read?
12. How many pairs of socks do you own? 1

FOLLOWING DIRECTIONS Remember this one? Give the following test to the kids:
Read all the questions on the page and then go back to number 1 and begin answering them.

1. What is your full name?
2. What is your address?
3. When was the last time you ate chicken?
4. Look at the person on your right and write down the color of his or her eyes.
5. Say your name out loud three times.
6. Put your finger in your ear and say "Woo, Woo, Woo"!
7. Stand up and stretch.
8. List three records you think are neat.
9. Say the pledge of Allegiance out loud.
10. Ignore all of the above directions.

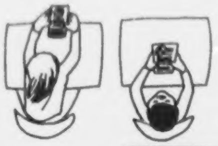
Sign your name and be quiet so no one catches on to the joke.

Give the group fifteen minutes at most to catch on. Discuss what happened. Ask them how they felt when they discovered they had been tricked. Have they ever done the same thing in a real situation? What's the lesson in this activity.7

TUBE TEST Collect 6 carpet tubes (a carpet store will be glad to save for you). Arrange tubes in a row about a foot apart. Take turns walking through the obstacle course. Players must take ONLY ONE STEP in each space without touching or moving the tubes! After each player has taken a turn, the leader moves the front tube to the back, as close or as outrageously far from the neighboring tube. Take turns being leader.

BODY RELAXATION This activity, done by lying on a mat or rug on the floor, helps quiet the body and mind by dissolving muscle tension. Tell the children:

We cannot be tense and relaxed at the same time. If we learn to relax, we can avoid wasting energy thru muscle tension. When you feel tense when someone asks you a question or when taking a test or any time, use 'relaxation' to feel better. Here's how to feel 'relaxed'. Wiggle around (on the floor) a little til you feel comfortable. Close your eyes and think about your hands. Feel the bones inside, feel the muscles that move the bones, feel the weight of them on the floor. Make a fist; clench tightly. Hold your hands tightly closed (10 seconds). Now, relax and feel the soothing, tingling feeling of 'relaxation' come into your hands. (Pause 10 seconds) (Repeat this for all body parts: arms, shoulders, face, jaw, chest, abdomen, buttocks, thighs, legs, feet.) Your whole body feels loose and relaxed. Breathe deeply. If you still feel tense in some area, take a deep breath and send the breath to that place. Let the soothing feeling of 'relaxation' fill your body. Each breath takes you deeper and deeper into relaxation. (Pause 30 - 60 seconds) You will be coming out of 'relaxation' in a moment; you will feel rested and alert. I will count backwards from 10 to 1 and you will feel your body becoming alert. 6



SOURCES

1. PRIVATE "I"
2. FROM KIDS WITH LOVE
3. MUDPIES to MAGNETS
4. KID'S AMERICA
5. TRASH ARTIST
6. OTHER WAYS, OTHER MEANS
7. THE OTHER SIDE OF THE REPORT CARD
8. THE OUTRAGEOUS OUTDOOR GAMES BOOK

(See p. 15 to order the above books.)

9. REPORT HOME, parent communication distributed by Nashville (TN) Metropolitan Board of Education.

TRAINING TIPS

TRAINING TEENS

by Jim Therrell

Teenagers are often used to complement the school-age staff, particularly in the summer. With the addition of teens, comes a host of challenges. One major challenge is how to train teens to lead group games and activities with school-agers. How best to train and what to teach?? That is THE QUESTION!

HOW TO TRAIN

An old Samurai saying, "Expect nothing, be prepared for everything!", seems to hold out the best hope for training teens as well as for reducing one's own stress level in the process. By assuming nothing, keep in mind that teens have limited experience in dealing with kids, especially in a group setting. Second, teens' own developmental level and needs will greatly influence the training process. (See p.6) Last, focus on basic leadership skills. Teach teens how to read KEY behaviors and how to deal with TYPICAL situations. Do not assume that they know even the basic of basics!

DDADA* is a structure which helps teens learn basic group leadership skills. It allows and encourages teens to practice these skills. DDADA will also give teens a plan for being consistently successful from activity to activity to activity. DDADA is:

DESCRIBE (clearly, concisely, and in game formation);
DEMONSTRATE (practice round first, in slow motion);
ASK Questions (be supportive, yet move on);
DO it! (model -- you first!), and
ADAPT It (rule or safety changes, fantasy addition, different locomotion, number of "IT'S," boundary adjustment)

Since teens learn best through action, not through lecture, DDADA fits their optimum learning style. Have them take the part of school-agers, as you as the leader demonstrate KEY skills in typical situations. Then, have each teenager practice being the leader. This method will also teach different group games which the teens will later be able to play with the school-agers.

WHAT TO TEACH: CONTROL, ENRICH & PLAY

CONTROL: Because physical and psychological safety is a primary issue, keeping control of the group is the most basic and important skill to transmit to teens. The time for exercising control is when a few kids (not the entire group!) are acting bored or are inattentive: not listening, squirming, pushing, hitting, eyes wandering. Teach teens the cardinal rule for keeping control: **MAINTAIN ACTIVE LISTENING THRU EYE CONTACT** When kids begin to lose eye contact, chaos is sure to follow.

When the group begins to lose eye contact, five basic ways to regain control (listed according to the severity of the situation, from limited commotion to chaos) are:

☐ EXAGGERATE Voice Intonation or Body Language. Emphasize key words and safety warnings - Be GENTLE. Swing arms like a symphony conductor.
☐ CREATE quiet with silence. Stop mid-sentence and let silence bring attention and control back to the leader.
☐ USE attention-getters. Whispering or the Laughing Handkerchief are two effective techniques.*
☐ GROUP HUDDLE to discuss a recurring problem, such as listening, keeping hands to self or taking turns. Be sure to verbalize a sense of urgency, sit down as a group, and talk about the concern as a group problem.

(Con't on p.11)

TRAINING TEENS *(Con't from p.10)*

[] REFER to a higher authority - supervisor. Some kids or situations are beyond the control of teens. Let the adolescent worker know you want them to seek you out for support/direction.

Knowing that behavioral boundaries are just as important as game boundaries to kids will help teens be better group leaders. During the first two weeks of a program, prepare them that numerous group huddles will be necessary. Demonstrate that group control can be done with care and compassion rather than through power and dictation. Kids will then know where their behavioral boundaries are. It will foster trust in their leader, gradually build a group bond, and make their time together flow much more smoothly.

ENRICH: Make teens aware that their task is not one of "babysitting." Their task is to enrich each child's life! The main qualities and techniques to concentrate on with teens are:

[] MAP* (Maximum Activity Plan): Divide into smaller groups, avoid elimination games, use active game selection

[] FANTASY: Kids thrive on it, be sure to include it. Use different game titles, such as 'ELBOW TAG' becomes 'ATOM SMASHER'.

[] CHALLENGE: add enough so that kids aren't bored, not too much so that they become overly anxious. Use extra taggers for more action and to free kids from being 'on the spot'. Change rules, boundaries or mode of locomotion, such as everyone has to walk backwards or hop or crawl. Also, larger boundaries are more challenging for 'IT'; smaller boundaries more difficult for those being chased.

[] EMPOWER by letting the kids decide on games and rules changes (but be ready to step in!), so that they gradually learn to cooperate.

PLAY: is crucial! Because of the acute self-consciousness of teens, it is more difficult for them to let loose and abandon themselves to child-like play. However, if you appeal to their desire to be more adult-like, you'll have more success in getting teens to play enthusiastically with the kids. Tell them that they are role models; that by being a good role model of play they will have a lasting effect on a child. The message in this model is: "It's okay to play when you get older!" This message is as important as "Play Safe" or "Cooperate" for the overall healthy development of kids. The basic ingredients in modeling play are:

[] SPEAK with enthusiasm, intonation and clarity;
[] BE CARING yet firm when necessary. Realize that the child who is disruptive is in need of love;
[] IDENTIFY, respect and validate the child's feelings;
[] LOOK for ways to provide positive feedback. Reinforce effort, not just results;
[] EMPHASIZE the need that a group of kids has for energy from their leader. Demonstrate that enthusiasm is contagious and will make up for the shortcomings in leadership skills;
[] KNOW that it's okay to act like a kid!

* For more information on MAP, ATTENTION-GETTERS and DDADA, see SAN May/June, July/August, & September/October '87.

<><> Jim is a regular columnist with SAN and is available for keynotes, creative leadership workshops, and program design. For free consultation contact him at 415/359-7331, 7-11 AM PST, or at:
PLAY TODAY!
1105 Oddstad Blvd.
Pacifica, CA 94044

* * *

OMISSION!

Photo credits for the SAN March/April '88 issue belong to Maria R. Bastone. Courtesy of Girls Clubs of America, Inc.

PROGRAM PLANS

SMART PROGRAMS

by Rachel Theilheimer

At the Girls Club of Lynn (MA), girls in the Explorers' Group map their way around the community, play with tangram puzzles, and make clouds inside a huge glass jar. They are participating in Operation SMART, Girls Clubs of America's project to help girls and all kids participate fully in Science, Math, And Revelant Technology. In the no-pressure atmosphere of school-age programs, it is hoped that fun and challenging after-school science, combined with strong support from SACC staff, will result in children sticking with math and science courses in high school. If so, a whole new generation will have a broader range of careers in trades and the sciences from which to choose.

How can science be fun when it's so often what children memorize from textbooks? At the Lynn Club, the Discovery Group learns about their environment by making kaleidoscopes, growing crystal gardens, and creating mini-planetariums. In the crafts room, girls print with vegetables, discussing the symmetry of apples and cabbages, and figuring out what's inside potatoes and oranges. In the gym, girls test their individual endurance, timing themselves and measuring distances. Operation SMART also goes to community centers where kids test the pH of local pond water and smash bricks, then shake them in water, to simulate erosion.

After-school science can debunk old notions of what science has to be. Janice Davenport, of the Springfield (MA) Girls Club Family Center, reports that puzzles that are too hard for children to do alone are the perfect stimulus for group problem-solving. Arranging shapes according to specific stipulations, children pool their abilities and the collaboration leads to success. They find that learning from others is not cheating; it's a good use of resources.

Fun and serious at the same time, after-school science pushes kids to think about how the good time they are having can become part of their futures. Using building materials, such as colored plastic straws with connecting pieces, the kids at Springfield Family Center Club build structures of their own design or copy patterns from cards that are part of the kit. Some may record their structures on cards that become others' inspiration for future projects. As they worked, one kid commented, "This is so much fun. I'd love to do this for the rest of my life!". That may be possible, since early experiences with the physical world have been shown to have positive effects on spatial visualization, so important for a career in architecture or engineering.

The Schenectady (NY) Girls Club tried a long-term project: a model house. With help from a volunteer from the General Electric Corporation, the girls actually built a model home. They were eager to do the decorating, but excitement soared when they installed the wiring! Another of the Club's endeavors is their bank, run exclusively by girls. Open an account and your free gift is a cupful of popcorn! Girls do the calculations and keep the records, putting computational skills to practical use.

To get Operation SMART to work for you, Amy Venskus from the Syracuse Girls Club suggests these strategies:

o Ask kids to "play" with some science. (When they see the activities -- bubble-making, dissecting birds' nests, untangling rope puzzles -- they see science as playful and are eager to join in.)

(con't on p. 13)

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SMART PROGRAMS *(con't from p. 12)*

o Tell kids that it's up to them to decide what to do and give them several science choices.

o Give no "answers," but ask loads of intriguing questions that lead children to their own discoveries.

Thanks to her open-ended approach, she is constantly learning from the kids. She sets out icosahedron patterns and toothpicks and gumdrops; some kids build icosahedrons while others build all kinds of structures, exploring stability and balance in the process. She brings out 3 foot dowels and rubber bands and kids apply what they learned: this time building really big geometric constructions. Since she observes them carefully, she learns how they think.

While the girls are in school, a workshop might give the Club's staff a chance to play with "oobleck" (cornstarch to which one slowly adds green-colored water), make static electricity, and test depth perception by tossing ping pong balls to one another - with one eye closed.

Operation SMART isn't always easy to implement. Many adults have good reasons for staying away from science.* If you find that's true for you, think of your favorite activities to do with kids in SACC. Why do you like them so much? Chances are they engage the kids; they make them really think. That's what good science programming can do all the time: Fully involve bodies and minds in ways that make kids feel successful and excited about the world around them.

*See SAN's March/April '88 for "SMART Role Models: How to be one", a training activity to do with SACC staff and the feature, "SMART GIRLS" which describes the purpose, benefits and how-to's for duplicating SMART ideas in your program.
Contact: Ellen Wahl, Girls clubs of America,
205 Lexington Ave, New York, NY 10016

<><> Rachel Theilheimer is the Curriculum Developer for Operation SMART of the Girls Clubs of America.

RELATED ACTIVITIES

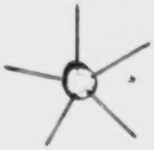
ICOSAHEDRONS?

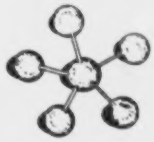
What are ICOSAHEDRONS??? Answer: A specific figure with 20 equal, flat sides. Each of the 20 sides is an equilateral triangle. All three sides of each triangle are equal and all three angles are the same (60 degrees). Since it takes a certain amount of precision to form all 20 equilateral triangles, some kids will not be exact. However, as kids build their lopsided icosahedrons, they will still learn about geometry! In fact, they learn more about the usefulness of equilateral triangles by failing to create them perfectly.

WHAT'S NEEDED: Twelve gumdrops
Thirty toothpicks

WHAT TO DO:

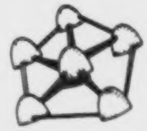
Stick 5 toothpicks into one gumdrop, equal distances from each other.

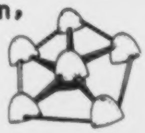


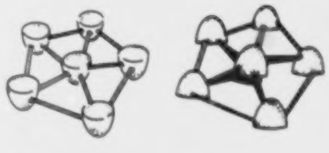


Place one gumdrop on the other end of each toothpick.

Connect the gumdrops all the way around with five toothpicks. The center gumdrop will pop up. Then, start over til you have two figures the same.

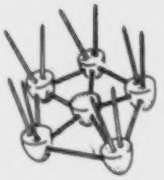


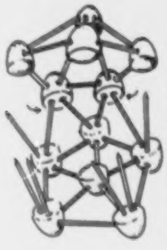




Turn one figure over with the puffed side down.

Place two toothpicks to make the letter V in the top of the five outside gumdrops.





Place the other figure on top of the V figure. Connect both sets of outside gumdrops with the V tooth picks. Make sure that every gumdrop has the same number of toothpicks in it.

* *from the Operation SMART Manual*

PROGRAM PLANS

SUCCESSFUL PROJECTS

by Eileen Cross

Often, child care workers apologize to the school-agers when a planned activity is not successful. This negative attitude causes frustration and stress for the adult and contributes little to the self-esteem of the kids. Frequently, the school-agers end up believing they are the reason the project failed. To consider a project successful only when the outcome of the children's efforts are all the same is unrealistic. Nor is a project successful if the adult needs to finish it for that perfect look or to make corrections to achieve the "objective" of the project. The "successful" project is then done by the adult, not by the children. The adult then becomes solely responsible for the project. Frustration and stress for the adult and the kids and an unsuccessful project is the awful outcome.

What makes a successful project? Is there a magic formula for a successful project? No - no magic formula, but some helpful hints follow.

PLAN AHEAD - Planning ahead is a major component for a successful project. Will the projects meet the needs of the school-agers? What materials will be needed for the project? Are the directions clear, yet not too simplified for the age level of the kids? Are you comfortable doing this particular project? For example: if you hate to cook, then don't try to do complicated cooking projects with the kids. You will be uncomfortable and so will they.

The day before you plan to do the project, review your plans? Are the materials ready and available to use? Nothing is as frustrating to a kid as waiting his turn to use the glue or waiting while the adult finds another pair of scissors. This is the point at which behavior problems - squabbling, whining, grabbing, fidgeting, interfering with other kids' work - may develop. This places unneeded stress on the adult and can lead to an unsuccessful project.

ALLOW CREATIVE FREEDOM - Allow kids freedom to create their own end product, not our preconceived idea of how it should look or be. Therefore, kids not only have choice in doing one of several activities, but also choice in how-to-do a particular project.

For a holiday activity, one project was to make stained glass hearts. Each child used a heart-shaped cookie cutter for a mold and three pieces of hard candy for the "glass". The choice of colors was up to them. Some chose red, others green, yellow.... The hearts were then baked at 350 degrees until the candies melted. The different colors chosen reflected each child's unique creativity. The resulting project depended on the kids' choices and efforts, not the adults. It was successful because the kids did the project themselves (with a little help!) and because they were satisfied with the results.

OBSERVE AND EVALUATE - Observe a project in progress. Be with the kids and do the project with them. Your involvement makes it possible for them to express their creative ideas. Encourage them to make suggestions for the current project as well as future ones.

Ask yourself the following questions: Are kids involved with the project? Through their creativity, do they stretch the idea of the project? Are their skills being fairly challenged? Are the kids stretching or restricting their talents? Do they show interest through verbal communication and interaction. Evaluate the answers for use in planning future projects.

<><> Eileen Cross is a teacher/consultant with school-age programs in Sacramento, CA.

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RESOURCES RESOURCES

PENNSYLVANIA GOES ALL OUT FOR SACC

FOR ADVOCATES AND ADMINISTRATORS

The first Southeastern PA Regional Conference on SACC, on May 5th, will explore the critical need for SACC in the Philadelphia area.
Contact: Steve Peeples, 215-643-3841.

FOR SUMMER SACC WORKERS

The Summer SA Training Seminar, presented by Rich Scofield and sponsored by the Community Services for Children, will explore "Creating Curriculum Choices", May 21st in Scranton, PA.
Contact: Patti Barry, 215-691-1819.

FOR SACC WORKERS AND DIRECTORS

The Third Annual WHEN SCHOOL IS OUT - WHAT THEN? Conference, sponsored by the Lancaster YWCA, will be July 28 & 29th.
Contact: Lancaster YWCA, 717-393-1735.

SIBLING RIVALRY VIDEO

"SOMETIMES I WONDER", a 48 minute home video, explores the often disruptive, often exciting, arrival of a new baby into the lives of two school-agers. Captivating and stimulating, kids will enjoy watching the story of the two kids who run away to their grandmother's when their new baby brother demands too much of their parents' time. Beautiful photography of the California foothills and a breath-taking scene of a foal's birth add to the high quality of this film. Kids will be eager to discuss the many feelings and questions this video is sure to raise. Drawback: This film is definitely middle-class and white; kids from other ethnic and social situations may not perceive it as relevant to their family experience.
Price: $14.95 + 3.50. Available at local stores or by calling 1-800-862-8900.

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JULY
AUGUST
1988
VOL VIII #6

School Age NOTES

The Newsletter for School-Age Child Care Professionals

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FEATURE

DOES FANTASY HAVE A PLACE IN SACC?

by Bonnie Johnson

Sure, we can agree that preschool kids need fantasy: mental trips into the unreal world. It is okay for three year-old Mary to pretend she is Mommy as she totters on high heels and carries her handbag (in the traditional view) or as she lays cardboard "bricks" (in the modern view). But, do we allow and even encourage school-agers to fantasize and "day-dream"? How many of us recall being told, as a school-ager, to "stop your foolish daydreaming and get your work done!" How often do you find yourself repeating this to kids, when you see them lost in their own thoughts, oblivious to the world around them? In what other ways do we discourage kids from daydreaming, from fantasizing, from using their imaginations? Madeline L'Engle, author of A Wrinkle in Time -- a book that truly fires the imagination of readers, young and old -- states in one of her other books, A Circle of Quiet:

> In schools all over the country there is a tremendous emphasis on preparing the child for the physical, material world, in giving him sensory experience, in taking him on field trips, in putting at his disposal all the latest discoveries in the world of fact, of preparing him for the world in which Euclidean geometry is true, where a table must have a solid top and be able to stand on its four feet, and where a square, even a human one, must be square.

Why would we want kids to fantasize? In what ways would it benefit them?

L'Engle asserts that children are being prepared "to live in the functional Euclidean world exclusively" which keeps them from "the vast open reaches of the imagination that led Einstein to soar out among the galaxies ..." In other words, our emphasis on teaching kids facts -- ABC, 1-2-3, on accomplishing tasks -- neglects the creative, imaginary side that kids desperately need to explore.

Creative works are produced from people's dreams and fantasies. Edison's electricity and Bell's telephone are just a couple of examples. Dreams and fantasies are also effective tools for solving problems and to help us temporarily escape from difficult and painful situations. How often have we heard someone say: "I think I'll sleep on that." ? In the morning, a solution to the problem clearly comes to mind.

Con't on p.2

DOES FANTASY HAVE A PLACE IN SACC? *Con't from p.1*

Kids use this technique frequently while awake. They daydream about how they will be the best track runner, the best bowler or how their visit to their Mom's this weekend will be filled with trips to the zoo, the park and lots of hugs. (Often these dreams are in direct contradiction to the reality of a slow runner, a uncoordinated skater and a mom who has cancelled out on the past three promised weekends). But, it is through daydreaming that kids (and adults) can accept the painful reality and find ways to make their dreams come true.

HOW CAN WE PROMOTE "IMAGINARY FLIGHTS?"

DESCRIBE your own imaginary trips. Tell them about when you were a kid and you used to dream about being a movie star (or whatever). Go into the specific details.

ENCOURAGE imaginary trips as a group. Have everyone close their eyes and pretend they are eating pizza -- what does it smell like? How does it taste? What are the colors? What is on the pizza? Imaginary trips can also be a sports event, a visit to another state or country. School-agers frequently have fantastic ideas for field trips. Although your program may not be able to really visit - costs too much, too far away - you and the kids can visit in your minds. The imaginary trip is not only worthy unto itself, but can also inspire kids to actually make such trips later in their lives. Imagination broadens the scope of life now and later.

READ STORIES aloud to kids. Ten minutes a day of reading aloud "can awaken their sleeping imaginations ..." In THE READ-ALOUD HANDBOOK, Jim Trelease elaborates on this awakening:

> My children and I have sat in a one-room schoolhouse with Carol Ryrie Brink's Caddie Woodlawn, chased monsters with Maurice Sendak and Mercer Mayer, captured owls with Farley Mowat in Owls in the Family, and sweated it out in Mr. McGregor's garden with Peter Rabbit.
>
> We have mourned the death of a father in A Day No Pigs Would Die, roamed the backwoods of the Ozarks with Wilson Rawls in Where the Red Fern Grows, groped down the dark subway passages of New York City with Felice Holman in Slake's Limbo, and swallowed magic potions with Judy Blume in Freckle Juice.
>
> With James and the Giant Peach by Roald Dahl, we crossed the shark-infested waters of the North Atlantic; we battled a Caribbean hurricane in Theodore Taylor's The Cay. We have searched for wayward brothers and sisters, evaded wolves, lost friends, and learned how to make new ones. We have laughed, cried, shaken with fright, and shivered with delight. And, best of all, we did it together.
>
> It is through fiction's escapism -- putting ourselves in the place of Snow White or Casey at the Bat or Mike Mulligan -- that we stimulate the soul of creativity: the imagination. And it is this role-playing that leads us to an awareness of others and, most importantly, of ourselves.

Reading aloud to children stimulates their interest, their emotional development, and their imagination.

Quiet periods after lunch are ideal places to begin short periods of reading aloud to kids. At first it may feel awkward to both the adult and kids. Many adults have the mistaken idea that once kids learn to read themselves, they no longer need to be read to. Sometimes, kids feel self-conscious or too old for read-aloud sessions. Persist past this awkwardness; the rewards will be dreams, rich fantasy and unbounded imaginary trips.

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FOR CAREGIVERS ONLY

FROM MEATLOAF TO TOFU

by Tracy Besley

Do you munch on potato chips or a candy bar while planning nutritious snacks for the school-agers? Do you sit (but not eat) with the kids while they have lunch, then send out for fast-food hamburgers during rest time? Do you weigh more than 10 pounds over your ideal average weight? Do you think of food almost all the time and never get enough to eat?

So often, we, as carers of kids, extol the virtues of healthy eating while our personal food practices are in shambles.

By taking a look at our food and health practices, we can take the first steps necessary to actually putting ourselves on a wholesome food track.

My personal food journey has influenced multiple dimensions of my own life and the kids in my care.

Twelve years ago, when I got my first job in day care, a typical lunch was meatloaf, green beans, applesauce, and white bread, with cake, pudding or jello for dessert. We put sugar on the kids' cereal for breakfast and served donuts for snack. When a new director asked us to serve whole wheat bread and cake without frosting, I thought she was a radical. Years later, at another center, lunch was tofu stew and a salad; snack was rice cakes and yogurt. While this was a new approach to me, I actually grew to love it.

It is not that child care has come a long way with food, because it has not. Many programs still serve cookies, ice cream with chocolate sauce and Kool-Aid for snack. However, more and more child care professionals are noticing that when kids eat sugary, empty-calorie snacks, they tend to get hyperactive and irritable. Licensing standards related to food are also advocating healthier food practices.

My journey with eating healthier has been a slow and gradual process. First, I stopped eating pork, then red meat and for a few years I became a vegetarian. That meant I would eat at a fast food spot, but I would only have fries and a shake. Friends would question why I was eating brownies if I was a vegetarian. I would reply, "There's no meat in brownies!" So ... the obvious next step for me was becoming health conscious. I eliminated sugar, salt, butter, fried foods and caffeine from my diet. I did not do it perfectly; occasionally I would eat all of those things I was trying to avoid, but I was on my way to a healthier lifestyle.

Then I became obsessed with food and eating. When I woke up in the morning my first thought was what would I would eat. While eating breakfast I thought about what I would eat for lunch. All I thought about was what I would eat, when I would eat, where I would eat, who I would eat with and how much money I had with which to eat. While I had learned much about what to eat, I still had much to learn about why I eat and how I eat.

What has this got to do with school-agers? I believe that I formed most of my eating habits as a school-age child. As caregivers, we can help children become aware of and form healthy habits. However, we need to know our own habits and attitudes toward food so we are aware of the hidden messages we send kids. Through this awareness, we can then decide what we want to tell kids about food, not only with words but also with action.

Con't on p.4

FROM MEATLOAF TO TOFU *Con't from p.3*

RAISE YOUR FOOD CONSCIOUSNESS BY ASKING:

WHAT IS HEALTHY TO EAT?

1. Whole wheat flour instead of white flour.
2. Honey, maple syrup or concentrated fruit juices instead of cane sugar.
3. 100% Juice instead of Soda Pop or Kool-Aid (Mix 70% juice with 30% soda water and it's just like pop!).
4. Unsalted chips and crackers instead of salted.
5. Bake, roast or broil instead of fry.
6. Fresh fruit and raw vegetables.
7. Limit or eliminate red meats.

HOW TO EAT?

SIT down while eating.

AVOID, unless absolutely necessary, putting limits on how much one can eat. Let each person eat as much as they want. Limits tend to invite overeating.

NOTICE all the details of eating. How does the food taste, smell, feel inside the mouth? Is it smooth, crunchy, sweet, sour, spicy, bland, hot, cold?

PAUSE every few minutes during a meal to check fullness or continuing hunger.

WHY AM I EATING?

1. Eating because it is TIME to eat is not a good enough reason. Be flexible with the kids (and yourself). Let eating snack be a choice and let them decide when they are hungry enough to eat.

2. Ask yourself and the kids to describe how they feel when they are hungry. Does their stomach growl, feel empty or get a tight feeling like a knot inside?

3. Food can really be a wonderful comfort. Each person can check with their own self to see why they want to eat. Are they really hungry or is the food a comfort? Did they have a clash with a co-worker, spouse or superior? Did they get a poor grade on a test that day? Did they have a fight with someone? Are they sad, mad, scared, anxious or really just hungry? It is okay to eat for comfort especially if it is a choice made from awareness.*

* It is important to help ourselves become aware of choices: a hug, a talk with a friend, painting a picture (or any number of things) or eating food are all comfort measures.

Many of the suggestions come from Geneen Roth's book's FEEDING THE HUNGRY HEART and BREAKING FREE FROM COMPULSIVE EATING.

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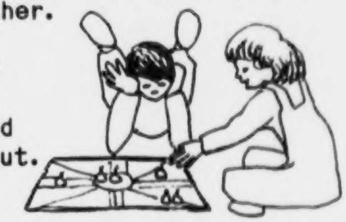
CONFLICT RESOLUTION

FIGHT OR FLIGHT

We all know that conflicts are common occurrences in school-age programs. A different way of dealing with conflict is through "flights" of imagination. How does this work?

SCENE I: Josh and Emilio are arguing over how to play SORRY. Both have become so angry, they are ready to start punching at each other.



Many times we might choose to:
LEAVE them alone and let them work it out.
GIVE the choice of playing the game quietly or putting the game away.
ACT as a mediator; go over the "correct" rules of the game.

Instead, try acting as an "imaginator". Ask each kid how they would like to play monopoly if they could make up the rules. Write those rules down. Once they have let their imaginations go wild, suggest they play an "imaginary" game with their "imaginary" rules. The kids may choose not to play the game; the flight into fantasy may be enough to satisfy them. Although school-agers are strictly rule-bound, they can change the rules if the game is imaginary OR if everyone agrees to the new rules.

SCENE II: While returning from a field trip to a local bowling alley, several of the kids (as the van passes the skating rink) say, "Oh, we should have gone skating! Why didn't we go skating? That would have been more fun!"

The adult's first inclination is to say: "Oh, but we had so much fun bowling.", OR "Didn't you have fun bowling?", OR "You kids are never satisfied. If we'd gone skating, you'd have wanted to go bowling. I don't know why we take you anywhere!"

But, really, what the kids are doing is expressing wishes. Imagination can fill the bill here. Try saying this:

"Oh, yes, we could have gone skating or even swimming. We would have had so much fun at the pool". Encourage others to join in the imaginary field trips. In a few minutes, the kids will be back to talking about how much fun they had bowling and you will have a list of places the kids consider fun.

SCENE III: Over the last month, the SA staff has noticed an increase in kids being aggressive toward each other.

At a staff meeting, they discussed what to do? Several options were: changing the physical environment; increasing opportunities for strong, noisy, physical energy outlets; creating grouch groups for expressing feelings; and reading fairy tales to the kids.

What does reading fairy tales have to do with helping kids be less aggressive?

According to Bruno Bettelheim, noted child psychologist, reading or telling fairy tales to kids actually decreases aggressive behavior.

> Fairy stories stimulate the child's fantasies -- as do many other experiences. ... An experimental study of fifth-graders ... demonstrates that when a child who has a rich fantasy life -- something which fairy tales stimulate -- is exposed to aggressive fantasy material as it occurs in fairy stories...he responds to this experience with a marked decrease in aggressive behavior.*

However, Bettelheim warns that we resist from "talking about the moral of story." Instead, allow the story to speak for itself. Allow the kids to gain from the folk story what is pertinent to their individual needs and for which they are developmentally ready.

---

* From THE USES OF ENCHANTMENT by B. Bettelheim. Study information from E. Biblow's Imaginative Play and the Control of Aggressive Behavior in THE CHILD'S WORLD OF MAKE-BELIEVE.

DEVELOPMENTAL NOTES

OVEREATERS OR JUST SCHOOL-AGERS

Kids have alternating years of great interest in eating and times when their appetite is minimal. The years of increased appetite (4, 6, 8, 10, 12) correspond with the years of physical growth spurts. In CHILD BEHAVIOR, the Gesell Institute states:

> In general, from eight years on, appetites and quantities consumed increase steadily, or even alarmingly. By eleven the child feels definitely full after eating and knows he has overeaten. But there is no further mention of feeling full at twelve, and it seems as though twelve has a bottomless pit for a stomach.

Karen Miller, National Educational Director for Children's World, Inc. in her book AGES and STAGES, says:

> School-age kids always seem to be hungry. It would be wise to acknowledge and anticipate this. Provide generous and nourishing snacks and lots of drink. The afternoon will go much more smoothly and everyone will be in a better mood if you remember this. This is one reason cooking projects are very popular in many school-age programs.

This is also a time when kids' food preferences are greatly influenced by peers, school and advertisement. What the other kids eat and what's advertised is too frequently what ends up in the hands (and mouths) of school-agers.

One difficulty related to food that seems to know no age limit is overeating. This can be a special problems in school-age programs where some kids "hog" the food while others miss out on their share. Many programs build in systems to ensure each kid gets his/her fair share. Instead of an open system where kids can pour their own juice and make their own cheese sandwich for snack, an adult distributes already poured glasses of juice and sandwiches: one for each person. Others, allow kids to have seconds and thirds, after all of the kids have had an opportunity for one serving. Drawbacks to the above systems are:

- It encourages kids to eat all they are allotted rather than what they are really hungry for. It is rather like the "all you can eat" restaurant fares. We may not be hungry but we paid for it, so we're going to eat until we can't move. Kids think "This is mine, I'm going to eat it, no one else is going to get what is mine!". Also, some kids will eat it all because they think they should. They are doing the right thing. At this point it is tempting to think: "That's good. Kids need to eat good snacks and meals." What we are really teaching kids is to listen to external messages (from parents, other adults, TV ads) on what is best for them to eat, rather than to their own bodies' messages of what is right for them.

- The choices and limits on what and how much to eat are made by other persons, not by each child.

- It does not address the fear so many children have that they will not get enough to eat. Also, they do not learn to limit themselves.

Benefits to this system are:

It helps the program stay within its food budget.
It decreases the problem of some monopolizing the food and others not getting enough.
It minimizes potential conflict between kids over food.

FOR THE LONG HAUL, one technique that helps with the problem of grabbing and overeating food is giving permission to an individual child to eat as much as they want. For example, 6-year-old Fred

Con't on p.7

OVEREATERS OR JUST SCHOOL-AGERS

Con't from p.6

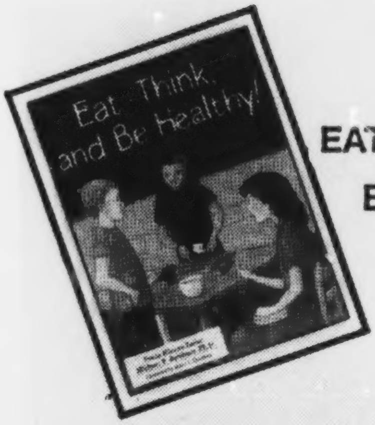
frequently rushes over to the snack table and drinks 3 or 4 glasses of juice or grabs handfuls of cookies. No matter how many times the caregiver talks to him or applies consequences, he continues to "grab and stuff". Sharon, the caregiver, decided to give Fred is own jar of juice and bag of cookies. She told Fred he could drink and eat as much as he wanted. The first two days, Fred drank and ate almost everything. By the end of the next week, Fred was calmly taking one-to-two glasses of juice and four or five cookies.

Another method is via the reading of fairy tales. In the USES OF ENCHANTMENT, Bruno Bettelheim states:

> Starvation fear, including oral greediness, is not restricted to a particular period of development. It occurs at all ages in the unconscious, and thus this tale [HANSEL AND GRETEL] also has meaning for, and provides encouragement to, much older children. As a matter of fact, the older person might find it considerably more difficult to face his oral greed; and this is even more reason to let the fairy tale speak to his unconscious, give body to his unconscious anxieties, and relieve them, without this ever coming to conscious awareness.
>
> The various excursions in which the oldest pig [in THE THREE LITTLE PIGS] gets food in good ways are an easily neglected but significant part of the story, because they show that there is a world of difference between eating and devouring. The child subconsciously understands it as the difference between the pleasure principle uncontrolled, when one wants to devour all at once, ignoring the consequences, and the reality principle, in line with which one goes about intelligently foraging on food. The mature pig gets up in good time to bring the goodies home before the wolf appears on the scene. What better demonstration of the value of acting on the basis of the reality principle, and what it consists of, than the pig's rising very early in the morning to secure the delicious food and, in doing so, foiling the wolf's evil designs?

LITTLE RED RIDING HOOD and JACK AND THE BEANSTALK are two other fairy tales that can help kids with oral greed.

Although, it may be difficult to tell the difference between the typical hungry eating of the school-age years and OVEREATING, school-age staff can play a role in diminishing overeating. Staff can help by allowing more decision-making in what, when and how much school-agers eat. They can realize that the fear of starvation can be a real fear that plays into oral greed. This may not guarantee a THEY LIVED HAPPILY EVER AFTER ending but it may contribute to fullness and contentment now.



EAT, THINK, and BE HEALTHY

Cleverly written and full of exciting, involving activities for children ages eight to twelve, EAT, THINK, AND BE HEALTHY is guaranteed to appeal to kids' imagination and sense of fun - while teaching them the basics of good nutrition.

Included are 56 activities, covering everything from growing sprouts to reading food labels, to choosing wisely at fast food restaurants. The book's philosophy is a simple one: Kids learn by doing, not memorizing.

FAST AND HEALTHY

The 152-page book also includes many illustrations and handouts; most of the activities can be adapted easily for children of all ages. Price:$8.95

BE A SMART SHOPPER
5

Rae: BANANA! Spell that without any N's.

Mae: B-A-A-A, or no it's B-A-hump-A-hump-A.

Rae: HA! HA! No, T-H-A-T.

SUMMER SCENE

FOOD FRILLS

DANCE A GARDEN Ask the children to become seeds, any kind they would like, forming the tiniest body shapes they can create.* Turn off the lights. The seeds are under the ground in the dark. Start some music [Beethoven's Pastoral Symphony or Sunshine on My Shoulder]. Tell the children that they will begin to grow in slow motion when they have food and water. Give each child a piece of fruit, but tell them they can not begin to eat until it rains. Using a plant mister, create rain for each child. They can begin to sprout and eat. Turn on the lights. The seeds don't need the stored food anymore. They soak up sunlight and make their own food through photosynthesis. They can't make their own water. How about a little more rain? (Mudpies to Magnets)

* Explain that all seeds, no matter what size or shape, have a little bit of food inside them to help the plant start to grow.

FROZEN FOOD Each child re-creates their favorite food using paper mache or clay. Paint to make it look as realistic as possible.

POTLUCK

* If food could talk or make sounds what would that be like. It might be fun to tape record this.

* Create a bulletin board with each child's picture and a photo or picture of their favorite foods.

* Visit a berry farm or orchard where kids can pick their own fruit.

* Discuss what is a typical meal at each child's house. What do they eat? Where? Note all the interesting differences.

HEALTHY ART Paint and decorate flat crackers with healthful spreads, nuts, seeds and cut-up veggies. (Eat, Think & Be Healthy)

PUCKER UP Visualize a lemon and notice the results. Direct the kids to close their eyes and describe a lemon to them. What does it look like whole, when it's cut, etc. What happens as they visualize the lemon?

LEMON LOOKS Give one lemon to each kid with the instructions: "Spend three minutes getting to know your lemon. Look at it closely. Notice any unusual marks, lumps, splits, pits. How does it smell?" After three minutes, collect all the lemons into a large, open container. Mix up all the lemons. Then, let the kids pick out their own lemon. Surprisingly, everyone will be able to identify their own lemon. Even though lemons do look alike, individual lemons do have identifiable characteristics. This activity is a great for teaching observation skills and for starting a discussion on the uniqueness of each person.

BLIND TASTE TEST While blindfolded have kids taste and identify the different types of bread (wheat, rye, raisin, millet).

PEANUT BUTTER & JELLY Using two balls (beach, nerf or tennis) have the group stand in a circle. Players pass one of the balls "Peanut Butter" around the circle. To make things sticky, the second ball, "Jelly" is tossed from player to player in any direction. Players must keep both balls moving without stopping. The object of the game is for the Jelly to catch up with the Peanut Butter. When one player catches both balls, everyone shouts "Peanut butter and jelly!" Then everyone starts again. (Outrageous Outdoor Games Book)

[SAN Note: Bonnie played this game with a group of school-agers who liked it so much they kept playing it over and over.]

P.B. RELAY Divide into teams of 5 or 6. Have a plate of peanut butter crackers (one for each player) on a table set up 10 feet away from each group. The starting player of each team hops on one foot to the table; eats a p.b. cracker; then whistles; hops backward on two feet to the next player on the team. The object of the game is to see how long it takes each team to complete all the tasks. If possible, give each team a stopwatch. Let each team try again to see if they can beat their own time. Each team that can beat their own time gets to make fruit slushees afterwards.

MESSY, MESSIER, MESSIEST A race with food. Spread slices of bread liberally with peanut butter and another slice with jelly. Cut into quarters. Put peanut butter quarters on one table and jelly quarters on another table. The object of this race is to move one peanut butter quarter from one table to another and make a peanut butter and jelly sandwich, using only your mouth.

WHAT IS THE MESSAGE? Help kids become aware of how advertisement influences their food choices. For one week, have kids keep a chart of how many food ads they see each day. Record where (magazine, TV, billboard, delivery trucks) and what kinds of food [concentrated sugars (candy, cakes, ice cream) or fruits and vegetables or breads and cereals] are advertised.

At the end of the week, make a big chart and put up all the totals.

Discuss what the messages of the ads are. Divide into small groups, to act out ads for both unhealthy and wholesome food products. Also, have kids make up their own ads. If video recording equipment is available, let kids record their newly-created ads.
(Creative Food Experiences For Children

VER VER ARAS LAMA (Taking Coconuts) A large center circle is outlined on the ground and four smaller circles are evenly located outside it. Five coconuts (or balls) are placed in the center circle, and one player stands in each of the four outside circles. Each of the four players tries to get three coconuts into his circle. He can take the coconuts from the center circle or from another player's circle, but he can carry only one coconut at a time. Players are not allowed to guard their coconuts and the coconuts must be placed (not thrown or rolled) in their circle.

(A Papua New Guinea game from The Second Cooperative Sports & Games Book)

SUMMER SCENE

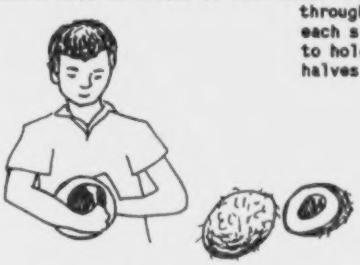
FOOD FRILLS

BENT ELBOWS This can be done with a very large or very small group. Any number of kids can participate. Be in a space where kids can stretch out their arms to full length. Tell the kids that you are all going on an imaginary trip to the "land of straight arms and no elbows." It is a beautiful place where the sun is shining brightly, where the swimming pool (or pond) is blue and open all year long, where fun is the law of the land. People, in this land, love to eat and food is everywhere. They only have one problem; they cannot bend their arms; they have no elbows. Now, because you are in the "land of straight arms and no elbows", you cannot bend your arms either. How will you eat? [At this point, hand everyone a delicious snack: half an apple or oatmeal cookie.] Give them time to figure out how they will be able to eat.* Then discuss what it would be like to not feed oneself, how eating seems more fun when shared, how many times we need help to eat (as a baby, when sick, as an elderly person, if disabled), and help to buy, prepare, and cook food.

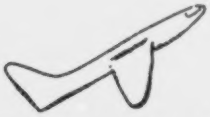
* Each person feeds their food to another person.

COCONUT INSTRUMENTS

1. Make a hole in one eye of a coconut to drain the coconut milk.*
2. Cut the coconuts in half. Remove the edible fresh coconut.*
3. Let coconut halves dry overnight.
4. Make a hole in center of each half. Put a short, heavy rope through the hole. Knot the rope on each side of the hole. Use rope to hold onto as you clap coconut halves together to make music.



* Drink the milk, eat the coconut meat or make real coconut cake.



MOVING, MOVING, MOVING

PENCIL EXCURSIONS Design mazes on paper for each other to travel through with pencils.

BUS TOUR An activity for older children. Kids plan a bus tour around the city with visit 2 or 3 different places. Let the kids figure out the bus schedule and route.
(3:00 to 6:00 PM: Programs For Adolescents)

WIND WANDERINGS Wind is a means of transportation. Experiment with many objects to see how well they travel in the wind. Try: Paper, scarves, hats, wood.

PERSONAL LICENSE PLATES Design personal license plates. Use cardboard, aluminum foil, construction paper. Some kids may want to put their personal license plates on their bikes.

"I'M GOING ON A TRIP" Start this game by saying: "I'm going on a trip and I'm going to take ______." Fill in the blank with a list of things that begin with the first letter of your first name. Ask one child if they'd like to go and what they will bring. They have to list items that begin with the first initial of their first name. If they don't, tell them, "Sorry, you can't go.". Then list more items you are taking. Let other kids try until they solve the mystery on how to take the trip.

FANTASTIC VOYAGE Tell a continuous story about a fantastic journey. One child starts and each child adds to the travel adventure.

MINI-JOURNEYS Visit airports, train stations, bus depots, wharfs or marinas, ferrys or any factory that makes cars, boats, bikes, trains, and buses.

PET PATTER Observe and discuss how different kinds of animals travel.

FUTURE FARES Design vehicles or travel methods of the future.

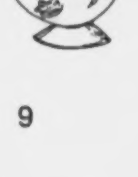
SOUND TRAVELER Explore how sound travels. Materials Needed: tuning fork, six items of equal length such as styrofoam, wood, plastic, aluminum or iron, cardboard. Show the kids how to use the tuning fork by striking the fork and placing the end on the table. Have them put an ear on the table to hear the sound transmitted. Test the items to see which are good sound travelers and which are poor. One child hits the fork on the table and holds it to the object to be tested. Another child holds the object to his or her ear and listens.
CAUTION: Do not use tuning fork directly against head or ear bones. Pain or injury could result. (Mudpies and Magnets)

TRAVEL GUIDE Create a booklet for new kids listing where the "hot spots" in the city are: roller skating rinks, malls, pizza places and ice cream parlors. This might be a good project to make for start-up of Fall after-school program.

TRAVEL MURAL Using bikes, roller skates, skateboards and feet, dip in paint and "travel" across paper.

PERSONAL MAPS With maps and pushpins, mark places where kids (maybe even staff, parents and grandparents) have lived or visited.

With maps and globes, plan a trip around the world wherever they dream of traveling.



TRAINING TIPS

ADD THE POWER OF FANTASY

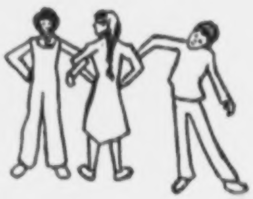
by Jim Therrell

Unfortunately, the value of fantasy in group games is often overlooked. Adding fantasy is like filling your car with fuel. Without it your group "ride" is bumpy and slows to a frustrating halt. Fantasy grabs and holds a group's attention. It helps to foster group cooperation and cohesiveness. It builds a sense of community: "We're in this hunt/jungle/mystery together!"

Three elements, in combination or alone, give fantasy its enriching, magical powers: storyline, imagery and make-believe. Let's see the magic three in action in a typical tag game. Instead of just being tagged by an "IT", add a storyline to elbow tag and this game becomes RUNAWAY ATOMS!

Storyline: "In this game, each player is a fast moving atom of your own choice!" (Explain atoms and their functions up to the level that your age group can understand. Be sure to include your sense of mystery and awe toward atoms in the way you speak and gesture - make atoms come alive!)

Imagery & Make-Believe : "Your choices are Gold, Silver, Carbon (like in diamonds!), or Oxygen (so you can float like the air!) ... Everyone knows what they are?! Who's Gold? Who's Silver? Who's Carbon? Who's Oxygen?" Pair everyone with a partner - quickly! - ask each pair to hook (or at least touch) elbows. Now they are molecules! Make sure everyone is evenly dispersed throughout the play area and away from any desks or trees, i.e., unfriendly atoms and molecules. To demonstrate the fantasy, ask for a volunteer to be a loose runaway atom while you, the leader play the part of the ATOM CATCHER ("IT"). The volunteer runaway atom must hook onto some atom duo in order to be safe. Now the person on the other end of this threesome, with an unhooked elbow, is "bumped off" and must now hook up somewhere else! The atom catcher now tries to tag the now loose atom. If tagged, gently, before hooking up with someone, then the second loose atom becomes the Atom Catcher and tries to tag the leader (now the loose atom) before the leader hooks up to another atom duo/ molecule. After a good demonstration, you don't even need to "start" this game; the atoms are already off and running/combining! (I suppose you could call this "Molecule Madness!"



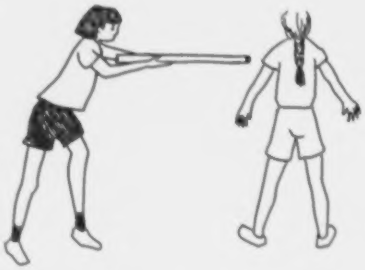
Embellish the storyline, imagery or make-believe in whatever depth or complexity is developmentally appropriate or timely. The idea is for both kids and leaders to have fun!

Now try STAR WARS DODGEBALL. Instead of elimination Dodgeball, how about adding Luke Skywalker and Darth Vader and transform it into an intergalactic contest of Star Wars Dodgeball!

The storyline is a familiar one, already rich with visual images and feelings of adventure. Start with one to two dozen nerf balls or rolled up socks?! - photon blasters - divided equally among the two teams. Luke is on one team, and Darth is on the other; give Luke and Darth each a long light saber (boffer or long cardboard tube). If a Rebel or Imperial Soldier gets hit by a photon blaster, they are stunned or frozen until touched by a light saber from their team. If Luke or Darth is hit, the game is over. Begin another round OR continue the game by having the stunned leader pass

Con't on p. 11

ADD THE POWER OF FANTASY *Con't from p.10*



the saber to a teammate. No elimination! Take turns being Luke and Darth Vader!

Finally, feel free to incorporate mythology, movies, TV, nature, noise, technology, song, dance, body movements, chanting, or even food into the fantasies of your activities. By valuing and making fantasy and make-believe an important part, you let the kids know that the outcome of the game is not to be taken seriously. It is play for the sake of play!

<><> Jim is a regular columnist with SAN and is available for keynotes, creative leadership workshops, and program design. For free consultation contact him at 415/359-7331, 7-11 AM PST, or at:

PLAY TODAY!
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THE KLUTZ BOOK OF
Knots

THE KLUTZ BOOK OF KNOTS

by John Cassidy

$8.95

THE KLUTZ BOOK OF KNOTS is no ordinary "all-you-can-do-is-read-it" book. Each copy comes complete with 5 feet of nylon cord and each of the 25 knots can be practiced right there on the premises tied through the die-cut holes that accompany each of the illustrations.

It's knot tying for the landlubber, an absolutely foolproof connect-the-dots system that creates a unique gift, an intriguing puzzle, a practical tool, and an entertaining book.

All tied up together.

SCHOOL-AGE CONFERENCES GALORE

Last issue, SAN announced three different Pennsylvania SACC conferences. Training sessions and conferences have also taken place or are scheduled to take place in many other states. Most of these have been the result of training money from the Federal Dependent Care Grants.

Kentucky sponsored training sessions last Fall; this Spring they had a week long series of classes. Florida met in Orlando in April. The Dept. of Children and Family Services sponsored the Illinois meeting. Action for Children sponsored Ohio's conference cleverly marketed as "Take the Mystery Out of SACC." Nebraska and Wisconsin also hosted state conferences. A semi-annual county-wide SACC conference in Birmingham, Alabama was held in May. Central New England College in Massachusetts was the site of a SACC Development Conference.

The FOURTH Annual Regional Conference on SACC held at Long Beach City College in California attracted over 300 providers. The largest gathering ever of "out-of-school care" professionals in Canada was held in Edmonton, Alberta in April for over 300 child care workers and directors. Even Brandeis University in Massachusetts was the meeting place for state grantees hosted by the SACC Project.

Upcoming SACC Conferences:

Orange County, California Sept. 21
Contact: Cathy Ryan (714) 534-2592

Kalispell, Montana Sept. 23-24
Contact: Sue Christofferson
Box 1058
Kalispell, MT 59901

Warren, Michigan Sept. 27
Contact: Sue Javid
(313) 286-8800 x-295

New Jersey Sept.30-Oct. 1
Contact: Selma Goore (609) 452-2185

Los Angeles, California Oct. 1
Contact: Pauline Rogers (213) 804-4513

Nashville,Tennessee Oct. 28
Contact: Cathi Witherspoon (615) 741-3312

North CarolinaAEYC Conference in Winston-Salem, Oct.13-15 will have a SACC Track. Contact: Marsha Munn at 919-847-7721

BOOK REVIEW

CARING FOR SCHOOL-AGE CHILDREN: A Church Program Guide

by Melba Hawkins & Barbara Vandergriff

Aimed toward churches providing out of school care for school-agers CARING FOR SCHOOL-AGE CHILDREN offers insight into the crucial need that exists for school-age child care in many locations. It discusses reasons for churches to meet this need as part of their ministry.

Advocating quality child care, the author briefly describes:

- Developmental characteristics, needs, special needs and special situations of school-agers;
- Purpose and philosophy, elements of a good school-age program, including program evaluation; and
- Administration (scheduling, staff, space and room arrangement, health and safety, supplies and equipment, transportation, food service).

An in depth discussion of curriculum includes: arts and crafts, snacks and cooking, quiet activities, music and drama, sports and games, seasonal themes and unit topics, field trips, camping and summer activities.

School-age professionals will find this resource valuable, particularly for those starting or in the early stages of providing school-age care. Easy-to-read, well organized format, 112 pages, 3 1/2 pages of resources, 12 sample administrative forms. $13.90 + 1.50 s&h Order # 5290-35 Available from:

BAPTIST BOOKSTORE
P O Box 24420
Nashville, TN 37203
615-251-2094

CREATIVE FOOD EXPERIENCES FOR CHILDREN

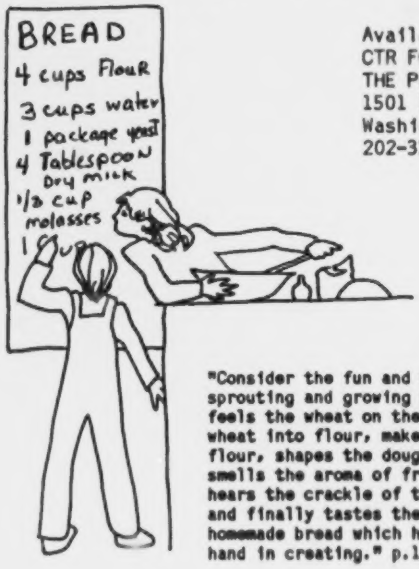
reviewed by Bonnie Johnson

by Mary T. Goodwin and Gerry Pollen

This is not just a cookbook - it is an activity book full of creative food experiences! It covers the following areas as related to food: awareness of nutrition, emotional and social development, language skills, science, math, art and social science.

However, the tone of the book is similar to a textbook. Look beyond this to find fun activities which respect the cultural differences within families. This includes holiday and seasonal activities and FIFTY pages of recipes, snacks and lunch ideas. Plus, the authors present related information on lifestyle and advertising messages.

Unfortunately, no concrete suggestions on how to exchange ideas and information between program and home are included. Geared mostly toward young school-agers, many activities are also appropriate for or can be adapted for older children. Fifteen pages of resources for caregivers. 256 pgs. $5.95 + $.50 s&h



Available from:
CTR FOR SCIENCE IN
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1501 16th Street, NW
Washington, DC 20036
202-332-9110

"Consider the fun and excitement in sprouting and growing wheat. The child feels the wheat on the stalk, grinds the wheat into flour, makes dough out of the flour, shapes the dough into bread, smells the aroma of freshly baked bread, hears the crackle of the crunchy crust and finally tastes the flavor of hot homemade bread which he or she has had a hand in creating." p.13

PROGRAM PLANS

CREATING RECREATION

by Ken Rodd

What do you do when you get through with work? Suppose the house is clean, dinner is cooking itself, and you're free to choose. Read? Ride a bike? Practice a musical instrument or listen to music? Crochet? We all have favorite activities that make us feel good about ourselves, enrich our lives, or just help us unwind. We "re-create" the positive self-image that results from pursuing the occupations we choose, either just relaxing as a reward for getting through the day or by acquiring new knowledge and mastery for our own satisfaction. This is what I mean by recreation. Kids need recreation: they need opportunities to choose the things they like to do best. What opportunities does your program offer? How do you as a school-age staff decide on what opportunities will be available?

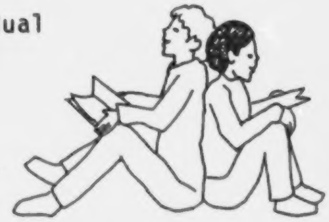
If "curriculum is what happens", then planning a curriculum is deciding what types of recreation may and may not be allowed to happen. This decision is based on the caregivers' values and philosophies as well as the physical limitations of time, space and budget. This decision is made again and again, whether or not we are aware of it. Examine your values to decide what are the best recreational choices you can offer.

HOW TO EXAMINE?

ASSESS what you now offer. What are the recreational opportunities and how much choice do kids have in what and when they may participate. How much input do the kids have in what is available?

LOOK at the purpose of your program. What are the goals? What do you want to happen and not happen?

ASK the kids what they want. A good way to do this is through imaging. (See Feature pp. 1 & 2). Have the kids imagine the program being anyway they want. Ask them to describe what it would look like. What would the kids be doing?



Depending on individual children's needs, a program may have many goals or purposes, such as the development of independence, physical skills, homework/academic skills, social/peer group skills, behavior management, creative arts.... Make a list of your goals.

Once, a list of purposes, goals or values has been compiled, match them with specific recreational activities. Offer the kids a list of choices emphasizing that other choices are possible, too. (See SAN Jan/Feb '83 or HALF A CHILDHOOD for activity lists). Beside each value on your list, place selected activities that serve that purpose. By considering options in the light of these purposes, staff can plan a program that serves children's best interests, makes the most of their time, and helps them to develop an awareness of their own values.

Every option should have a positive purpose; on my list, "recreation" - the enrichment of individual lives - is close to the top.

<><> Ken Rodd is the Coordinator of School-age Programs for CHILDREN'S LEARNING CENTER in DeKalb, Illinois

(See p. 14 for assessment surveys developed by Ken Rodd.)

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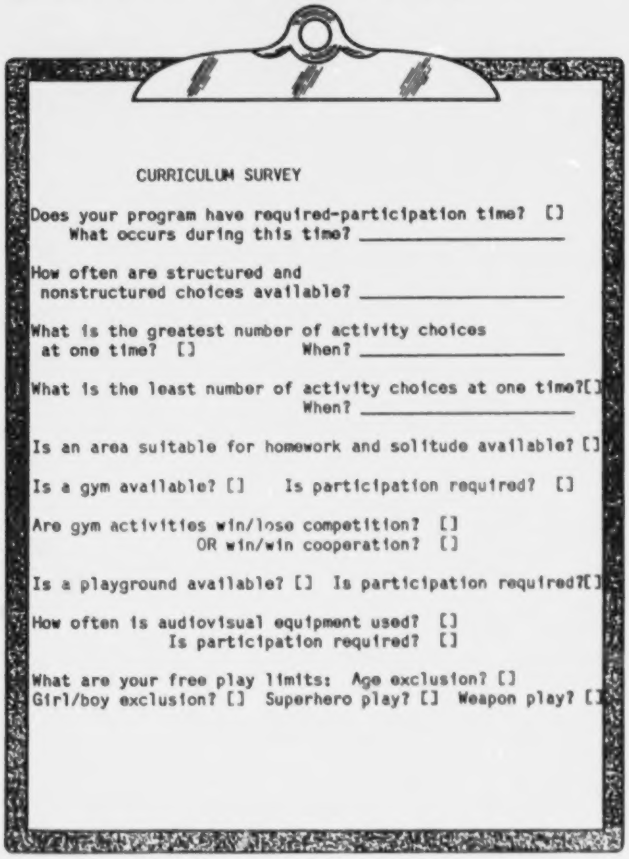
CREATING RECREATION *Con't from p. 13*



CURRICULUM SURVEY

Does your program have required-participation time? ☐
What occurs during this time? ____________________

How often are structured and
nonstructured choices available? ____________________

What is the greatest number of activity choices
at one time? ☐ When? ____________________

What is the least number of activity choices at one time? ☐
When? ____________________

Is an area suitable for homework and solitude available? ☐

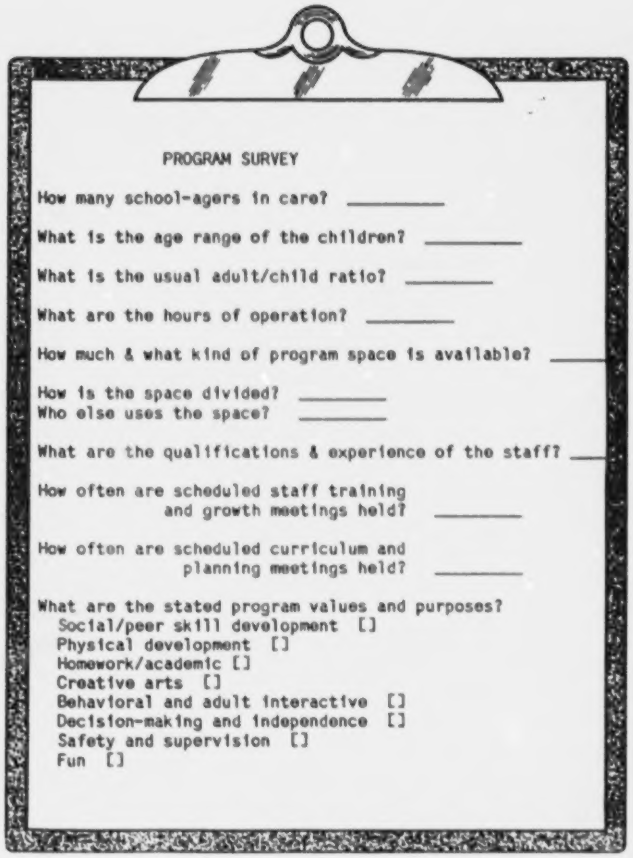
Is a gym available? ☐ Is participation required? ☐

Are gym activities win/lose competition? ☐
OR win/win cooperation? ☐

Is a playground available? ☐ Is participation required? ☐

How often is audiovisual equipment used? ☐
Is participation required? ☐

What are your free play limits: Age exclusion? ☐
Girl/boy exclusion? ☐ Superhero play? ☐ Weapon play? ☐



PROGRAM SURVEY

How many school-agers in care? __________

What is the age range of the children? __________

What is the usual adult/child ratio? __________

What are the hours of operation? __________

How much & what kind of program space is available? __________

How is the space divided? __________
Who else uses the space? __________

What are the qualifications & experience of the staff? __________

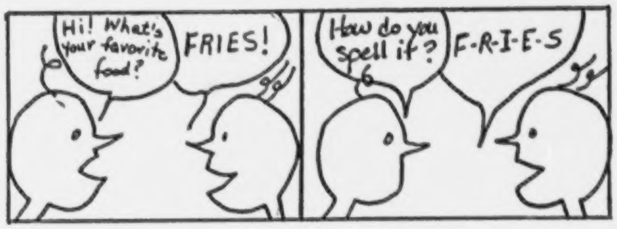
How often are scheduled staff training
and growth meetings held? __________

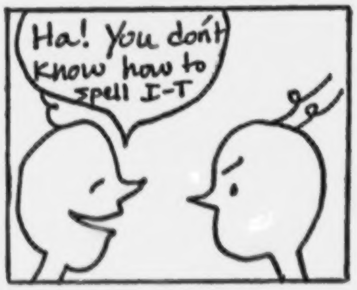
How often are scheduled curriculum and
planning meetings held? __________

What are the stated program values and purposes?
- Social/peer skill development ☐
- Physical development ☐
- Homework/academic ☐
- Creative arts ☐
- Behavioral and adult interactive ☐
- Decision-making and independence ☐
- Safety and supervision ☐
- Fun ☐

SACC ALLIANCE NEWS

The School-Age Child Care Alliance (SACCA), a national network of school-age child care professionals and advocates, is sponsoring its first national conference on Wednesday, November 9, 1988 at Anaheim, Calif. the day before the NAEYC Conference. The Alliance Conference will offer an Advanced Practitioner Track, an Administrative Track, and a Public Policy Track. The registration fee of $15 is applicable to a year's membership in SACCA. Contact: Ellen Gannett, School-Age Child Care Project, Wellesley College Center for Research on Women, Wellesley, MA 02181. Look for more information on specific track content and full registration data in the September/October issue of SAN.


Hi! What's your favorite food?
FRIES!
How do you spell it?
F-R-I-E-S


Ha! You don't know how to spell I-T

HAPPY NEW RECIPES FOR HEALTHY KIDS!

ONCE UPON A RECIPE
ALL NATURAL & DELICIOUS
GREAT · FOOD · FOR · KIDS · OF · ALL · AGES
FAST & EASY

A new best seller in the natural foods industry, *American Health* magazine editor T George Harris has already called this book "a classic." From Aesop's Fabled Chicken to Tinker Bell's Raspberry Buns and Curiouser & Curiouser Casserole, it's bursting with healthy food ideas. Four-color illustrations stir a different dream on each page, sparked by fairy tale quotes, nutrition tips and such endearing special menus as Puddle Jumper's Picnic and Red Wagon Tea Service.

$9.95 SEE BELOW TO ORDER

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___	Puddles & Wings & Grapevine	14.95
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___	Children Are Children	11.95
___	Big Book of Recipes for Fun	12.95
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___	A Kid's Guide to First-Aid: What Would You Do If . . . ?	5.95

SCHOOL-AGE CHILD CARE

___	HALF A CHILDHOOD: Time for School-Age Child Care	$12.95
___	School-Age Child Care: An Action Manual	16.95
___	Activities for School-Age Child Care An NAEYC Publication	4.95
___	3:00 to 6:00 PM: PROGRAMS FOR YOUNG ADOLESCENTS	16.95

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___	Private "I"	4.95
___	Cooperative Sports & Games Book	10.95
___	OTHER WAYS, OTHER MEANS	12.95

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___	Misbehaving'	12.95
___	Survival Kit for Teacher	11.95
___	School's Out—Now What?	10.95
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NEW

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RESOURCES RESOURCES

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THE FAMILY TRAVEL GUIDES catalogue contains over 100 child oriented travel guides and game books. THE FAMILY CAR SONGBOOK, GAMES TO PLAY IN THE CAR, MAKE BELIEFS (to recharge imaginations with ?'s like "make believe that your meal consisted of only flowers. What would you eat for lunch?"), CAMPFIRE STORIES... THINGS THAT GO BUMP IN THE NIGHT and CAMPFIRE CHILLERS are just a few of the titles available from this FREE catalog. Send a long, self-addressed, 45c stamped envelope to:

Carousel Press, FAMILY TRAVEL GUIDES
P O BOX 6061, Albany, CA 94706
1-415-527-5849

YOU SEEM LIKE A REGULAR KID, published by the American Foundation for the Blind is a small booklet which provides information and insights from a blind child's perspective. Useful for anyone who works and interacts with a child who is blind. Covers what's needed to help traveling, paying for things, getting food and general courtesies. Absolutely fantastic photos of school-age kids in a variety of environments and activities! For a FREE copy, send your request to:

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INSIDE

DOES FANTASY HAVE A PLACE IN SACC?

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OVEREATERS OR JUST SCHOOL-AGERS

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SCHOOL-AGE CONFERENCES GALORE

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SEPTEMBER
OCTOBER
1988
VOL IX # 1

School Age NOTES

The Newsletter for School-Age Child Care Professionals

ISSN 0278-3126 © 1988 School Age Notes — A National Resource Organization on School-Age Care -- Pioneering the Field Since 1980

CHILD'S PLAY UNDER SIEGE

by Bill Michaelis

IN CASE you haven't noticed, childhood is under siege and so is children's play. And it's our job to protect, preserve and nurture both of them. This is hardly a new thought. People like David Elkind and Marie Winn have been writing about it for years. As we move through the microwave, instant breakfast eighties, the signs of siege are everywhere: epidemic youth suicide rates, increases in stress related diseases in children, more latchkey kids, the Super Kid fast-track syndrome, etc., etc. After all, it is almost the 1990's. And, in the midst of all this -- children suffer.

WHAT ARE THE PROBLEMS?

Anti Child-Anti Play messages -- Often well meaning, but clearly telling children that the child within them is to be buried, that play is to be earned or deferred, and that play is not a natural behavior, i.e., "... Clean up your room and then you can go out and play"; "... Quit acting like a kindergartener!"; "Grow up!" and ..."Don't be foolish!".

T.V./Technology Abuses. When kids are spending too much time in front of the tube, the computer, the VCR, they are not doing other healthy activities: getting down and dirty, engaging in social interaction, creating fantasy (vs. being a passive consumer).

Sports Abuse. Too much, too soon, too high pressure, too organized, negative parental projection. Much has been written about it and many kids are involved. We don't need the PRO-MODEL filtering down to FIVE year olds.

Overemphasis on Efficiency, Performance, Utility, Perfection, and a Competitive Framework. Type A, harried parents make for harried kids. We are rushing kids through childhood as if life was a relay race. Their schedules are crammed to the brim with often well-meaning and useful developmental activities that must be done well.

Is there time to just be a kid and watch the grass grow or experience the wonder of the moment?

Left Brain Messages Not Counter Balanced With Right Brain Practice. Brian Sutton-Smith says that especially around third grade, kids get overt or covert messages that learning is linear, cognitive, work oriented and not fun. Right brain play and creativity are neglected.

What is the solution? The nurturing of children's play, an attitude of lightness, process, serendipity, open-ness, creativity, foolishness and fun is perhaps the most important for a healthy childhood.

See p. 2 for EIGHT TIPS FOR PROMOTING PLAY.

INSIDE

Whirlwind Kids

Training: Eye on the Child

Hiring: Beyond the Ideal

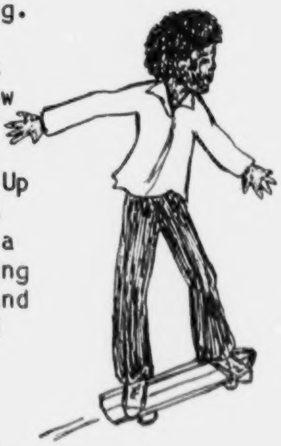
What To Do When Everything's Out-Of-Control

Making Meetings More

SACCA NEWS

Eight Tips for Promoting Play

Childhood and children's play are under siege. We all have a (playful) responsibility to do something about it.



1 Get in touch with yourself and watch your own messages & modeling. How does playfulness and stress reduction fit in your life? What are your play/work conflicts? How balanced is your life?

2 Monitor and Continue to Clean Up Youth Sports. Many caring adults are involved in youth sports and a lot of good ideas exist for keeping sports challenging, yet healthy and playful. Support these folks and ideas.

3 Balance High Tech with High Touch. As marvelous as they are, there are some things computers and other technological tools can't do. Keep hugs and environmental education in your program.

4 Balance Goal Oriented Highly Supervised Activities with Open Ended Free Play Activities. Keep it simple. A lot of what play is about is freedom ... to be, to create, to relax, to not be stressed, ...

5 Get Out of the Way - Do Nothing. Within the limits of reasonable safety remove your "adultocentric" perspective from the childspace.

6 Ask About Programs in Your Community and Promote Cooperative, Intergenerational, Creative, and Social Play. Keep the Right Brain alive. Keep the connections and balance.

7 Start a game and toy library or a play resource network. There are hundreds throughout Europe. They're easy to start, save money and provide good consumer models for and information about healthy play things.

8 Return the "Locus of Control" to the Player (the children). Involve them in decisions regarding THEIR play. Put them on advisory boards. Have them help in the design of play environments. Use them as leaders. Ask and Listen.

<><> by Bill Michaelis, Ph.D. Dr. Michaelis also wrote CHILD'S PLAY UNDER SEIGE on page one. He is a Professor at San Francisco State University and Director of CHILDREN TOGETHER (A Play Event and Training Organization). For additional information and resources on Play, write or call CHILDREN TOGETHER, 338 Reichling Avenue, Pacifica, CA 94044, 415-338-2030 or 415-359-0836.

PLAY CONFERENCE

NOVEMBER 2-4: Play Leadership and Animation, American Association for the Child's Right to Play. Washington, DC. Write: Barbara Simson, IPA-USA 1988 Conference, American Assoc. for Leisure & Recreation,
1900 Association Dr
Reston, VA 22091 703-476-3472.

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Published Bimonthly in Nashville, Tennessee

ART-DIRECTED PICTURES

DIVIDE children into pairs. Direct each pair to stand back to back. One child draws as the other child directs. Give paper and pencil to the artist. A picture is created by the director telling the artist what to draw without telling them what they are drawing.

If a house is to be drawn the director says: "Draw one straight line. Now, three inches apart draw a parallel line. Connect both lines on top and bottom to make a box. Put a triangle on the top.". The director is not to look at the picture.

SWITCH roles: the artist becomes the director. When both pictures are completed, show to everyone. Discuss.

ULTIMATE FRISBEE

ULTIMATE FRISBEE is like a continuous game of football. When one team drops the frisbee the other team automatically picks it up and starts passing down the field until they score or drop it. No huddles. No running with the frisbee, only passing. Players may run not holding the frisbee. Also, guarding or blocking the thrower is not allowed.

REACTION ACTIONS

Let the children experiment with how their behavior affects others and how much control they have over it.

WHAT TO DO:

CHOOSE a child to be IT.

In EXACTLY the same way, IT approaches six other children. No one but the adult leader and IT are to know what IT will do. EX. IT will go up to each child and pat them on the back.

NOTICE and talk about the different reactions and how IT had no control over these reactions. (Some kids will like being patted on the back, some may get angry, others startled.

SAMURAI TAG

SAMURAI TAG is a combination of tunnel tag and freeze tag. Add a boffer (styrofoam sword) to build the fantasy of being a samurai swordsman. It starts with an "AHHHH-SOOOOOOOO, GO!!!"

SWORDSMAN(S) boff to freeze other players; players unfreeze each other by crawling under each other's legs (the tunnel).

See p. 7 for PLAY LEADERSHIP information related to ULTIMATE FRISBEE and SAMURAI TAG.

Coloring Dreams: FREE

CRAYOLA'S Dream-Makers feature three dream units which challenge school-agers to visually depict dreams for themselves, their immediate environment and the entire world. Each unit cites famous artists who used the themes in their works and recommends revelant art activities and related books: over 100 activity suggestions and 23 science, math, drama and music books.

FREE PACKAGE contains:

- * COLOR study prints of famous artworks;
- * RELATED discussion ?'s;
- * HOW-TO'S on different art material techniques;
- * IDEAS for exchanging art-work with other countries;
- * DIRECTIONS for displaying children's artworks; and
- * SUGGESTIONS for involving local community officials in art projects. Plus...

- * BEAUTIFUL photos of children's artwork.

RAGAR
1 player
2 players
cotin
8
ENTer
Nintendo
Earl

- Send $2 s&h to: Crayola Dream-Makers III, PO Box 627 Dept S-438, Jenkintown, PA 19046. Allow 6-8 weeks for delivery.

PROGRAM PLANS

Getting Ready for the New School Year

MEET with teachers & principals at schools the children will attend. Give them a written description of your program. Ask how the program can assist the school. Make a follow-up visit in three weeks.

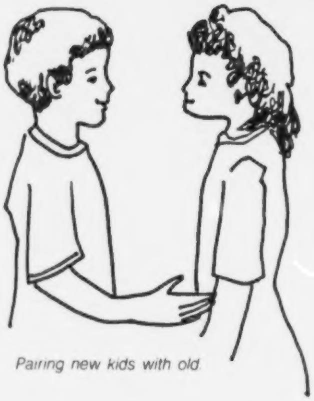
DEVELOP a system of quickly learning names: photos and shadow silhouettes with names posted on the wall, name tag craft activities and name games.

Knowing the kids' names gives kids a sense of belonging. In addition, caregivers will have more control over school-agers singly and in groups. Calling a child's name can stop an act of misbehavior before it is committed.

PAIR new kids with old. Have old kids introduce where things are, rules..

POST rules in every room. Keep rules positive, simple and to a minimum.

SCAVENGER hunt for the commonly used supplies and equipment (drawing paper, glue, balls, lego pieces, clumps of clay, paint, string). This is a fun way to help kids know where supplies are kept. Pictures of some materials (blocks, paintbrushes, skates) could be put be substituted so kids will not have to lug around heavy equipment.



Pairing new kids with old

Computers Help With Learning

From MS Magazine, May '88

In the basement of an East Harlem housing project, some fifty people a week, sit cheek to jowl at long lunch tables. Everyone bashes away on Apples, Commodores, and Ataris.

Antonia Stone, a New York educator founded Playing to Win because "I saw that kids who played with computers got more interested in learning, and got to feel better about themselves and more powerful." Stone talked foundations into donating money and computers.

Stone says: "We've set up (the community computer center) deliberately so people interact, as opposed to rows with a teacher in front." Co-author of NEUTER COMPUTER, a book about computer equity for boys & girls, Stone thinks the social approach may explain why so many girls turn up at the center instead of being turned off by the technology.

HEALTH & SAFETY

AIDS Report

More than a health problem, Pediatric HIV infection, can also mean problems in housing, day care, financial support, foster care, & education for families. HIV-infected children could number as many as 20,000 by 1991.

A special AIDS report in CHILDREN TODAY focuses on how social services can prepare to address the devastating psychosocial problems. Many of these families are members of minority groups and live in urban poverty.

The special issue examines federal efforts to respond to the needs. It describes a comprehensive, community-based project in Boston that enables families to care for their infected children at home.

Obtain this issue from:
Editor, CHILDREN TODAY
OHDS Off. of Pub. Affairs
200 Independence Avenue
S.W.. Rm. 356-G
Washington, DC 20201

AIDS - more than just a physical disease

Whirlwind Kids

SIX-YEAR OLD Lyn stood in front of the paper, ready to finger paint. She picked up the paint and poured a little on her paper. Suddenly, paint was everywhere. Lyn had poured paint on other kids' papers; she flicked it off her fingers onto the table, into the air, on the walls, floor and on other kids.

WHAT HAPPENED? The staff knows Lyn tends to be aggressive: punching other kids; grabbing equipment and materials out of their hands; yelling and swearing at kids and even staff. But, they thought finger-painting would allow Lyn to be creative and to express her strong feelings through the medium of paint. They could not understand how such a fun and simple activity could turn into such a disaster.

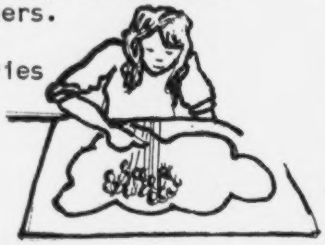
FLUID MATERIALS (water, paint, sand) are more difficult for kids to keep under control, according to C. Wolfgang, in HELPING PASSIVE AND AGGRESSIVE PRE-SCHOOLERS THROUGH PLAY. Without boundaries to contain and help keep its shape and form, water soon will be splashed and spilled all over the floor, walls, and other kids. Paint and dry sand have the same potential hazards. The child loses control of material. Without the outward control boundaries of the material and without the necessary impulse control within the child, aggressive and out-of-control behaviors follow.

MODIFY FLUID activities to increase control:

* USE fluid materials outside with kids in bathing suits or plastic aprons.

* DEFINE areas (TV trays, paper plates, wading pool, plastic tubs) to provide boundaries that fluid materials lack.

* PUT large empty spaces between aggressive kids and others. Define boundaries around child - a circle of rope, chalk, large plastic square - to let child know to stay in that space while painting.



* SUPERVISE closely.

* "ANTISEPTICALLY BOUNCE" a child into structured materials when they begin to lose control. How? Try saying: "Lyn, help me put the legos out on the big table."

* PROVIDE close (touching) physical assistance to the child as they interact with the material. The adult loans their secondary control to the situation.

* LIMIT participation to times when the child is non-aggressive.

STRUCTURED MATERIALS: legos, bristle blocks, parquetry squares, tiles, blocks retain their shape and form. Their boundaries lend control properties to a child who has too little internal boundaries and too little control. Encourage a school-ager with aggressive tendencies to use structured materials. How?

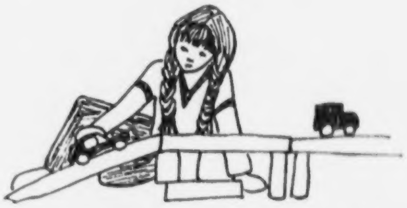
* START by making large and diverse quantities of structured materials readily available.

* ASK leading ??'s. How high a structure can you build with blocks? How wide? What building can you make a model of? Can you put the puzzle together out of the frame?

* MODEL the joys of structured materials. Sit down and do your own creative building.

* DESIGN patterns on paper. Hang designs plus lego covers & magazine pictures on wall for kids to copy.

* PROVIDE prop boxes to use with materials. (See SAN March/April '87)



Structured toys, like blocks, help an aggressive child stay calm and in control.

SACCA News

PLAN NOW to attend the FIRST National School-Age Child Care Alliance (SACCA) conference. Scheduled for Nov. 9, 1988, 9 AM - 5 PM, it will precede the 1988 National Association for Young Children (NAEYC) Conference in Anaheim, CA. The preliminary program is:

ADVANCED PRACTITIONER TRACK
- Developmental Considerations
- Program Planning and Curriculum Development
- Behavior Management Strategies
- Special Issues: Shared Space, Older Kids, Special Need Children

ADMINISTRATIVE TRACK
- Staff Development and Recruitment
- Management Techniques
- Resource Development
- Program Design and Evaluation

PUBLIC POLICY TRACK
- Update on Dependent Care Block Grant Funding
- Advocacy and Coalition-Building
- Balancing Issues of Cost and Quality
- State Legislative Initiatives

REGISTRATION: $15 payable to SACC Project/SACCA Conference. This fee can be applied to SACCA membership.

Anaheim Beckons: 1988 NAEYC Conference

NAEYC received over 2300 workshop proposals for the 1988 conference to be held in Anaheim, CA, Nov. 10-13. Almost 600 were accepted, plus 70 pre-conference and 40 seminars are scheduled. ALL the SACC events will be at the Disneyland Hotel!!

Feelings Have A Place at Work

FROM WORKING TOGETHER*, a bulletin for achievement-minded people (8/4/86).

EMOTIONS are not necessarily out of place at work. For years, the expression of feelings in the workplace was viewed as unprofessional and counterproductive. People who showed emotions were suspected of being immature and disrespectful.

NOW we are realizing that an appropriate display of feeling is natural and positive. Understanding and coping with emotions in the workplace improves cooperation and helps you do your job more easily and enjoyably.

* Published by DARTNELL, 4660 Ravenswood Ave, Chicago, IL 60640

ABC's: A New Key to Quality Care?

FACING many battles over changes here and amendments there, The Act for Better Child Care (H.R. 3660, S.1885) makes its slow and tortuous journey out of the House Education & Labor Subcommittee to congressional arena.

FOR the first time in nearly 20 years, we have a chance to help pass a desperately needed child care bill, asserts Joan Lomnardi in the July '88 YOUNG CHILDREN. "We must act now", cautions Lombardi, "if our nation's children and families are to have access to the kind of child care they need and deserve..."

"Too many children are paying the price every day that we delay. Parents are suffering as they are forced to make inadequate child care arrangements. Our nation is suffering -- and will continue to suffer -- the long-term impact of a lack of investment in our children."

In this informative article, NOW MORE THAN EVER... IT IS TIME TO BECOME AN ADVOCATE FOR BETTER CHILD CARE, Lombardi details how to effectively advocate for ABC. Specific suggestions are given that can help even the most timid pick up the phone or write to say: "Vote ABC for QUALITY and ADEQUATE child care services!"

Choosing Games for Different Ages

LEADING group games and activities, although fun, can too frequently end up in chaos and frustration. Many leaders are overwhelmed getting a group game started, never mind leading a game to the finish.

UNDERSTANDING and using developmental information about school-agers can play a crucial role in effective game leadership. It will help the kids to be successful together. Kids will not end up being "pushed" too far (or too little!). Leaders will become more consistent, more successful - and will experience less stress!

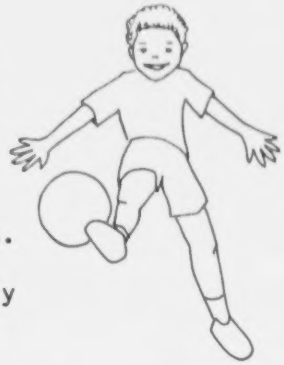
CHOOSE an activity or game which is developmentally appropriate for your group. How? Ask questions: What can the kids do? What are they doing right now? The answers will shape the choice and success of the games.

PHYSICAL CHALLENGES

What level of coordination do they have? Are they more adept at small motor skills or large muscle activities and what do they need to practice?

Because most six to seven year-olds have developed coordination to a lesser degree, they need games of a lesser challenge -- games which focus on fundamental skills.

Rather than play a game of say, kickball, focus on rolling balls back and forth in teams, or just kicking a stationary ball among partners. Then gradually evolve so that one partner or team rolls the ball while the other one practices kicking it. By breaking games down into fundamental skill games, you provide more appropriate challenges -- ones in which the child has a much better chance at being successful. Also, focus on the small things that the child does correctly through positive reinforcement.



The older the child, the more they need large muscle and aerobic activities. Choose games like samurai tag* or ultimate frisbee* which involve a high degree of active involvement for everyone. These kids need fundamental skill development as well, but try programming this into the middle of a game -- after they see that their skills may not be so great after all!

* See p. 3 for descriptions

TOUCHY TOUCHING

HOW MUCH and what type of touching will they permit (one finger, interlocking elbows, a thrown ball)?

SIX and seven year olds will normally have little problem with touching in the context of a game or fantasy. The challenge is in leading activities for kids eight and older where touching is required.

INCORPORATE some kind of fantasy or make-believe setting, so that touching is done for a good reason.

DEMONSTRATE the touch aspect yourself first in order to serve as a good model. If your group is a bit skittish (especially the boys!), just have them touching with one index finger.

DESCRIBE and have them touch just prior to starting the demonstration or the game. "Lingering touch" will make the kids progressively more self-conscious.

<><> by Jim Therrell, a regular SAN columnist. Jim is available for keynotes, creative leadership workshops, and program design. For FREE consultation, contact:
PLAY TODAY! 1105 Oddstad Blvd
Pacifica, CA 94044
Call 415-359-7331 7-11 AM PST

CONTROL: A NEW VIEW

KEEPING UNDER CONTROL Teach Emergency First Aid to the school-agers. Bring in an expert (Red Cross, nurse) to lead this or do it yourselves using the books, A SIGH OF RELIEF and A KIDS'S GUIDE TO FIRST AID.

WATCH THAT SMILE A Game: one child stands in front of another and says "I love you, honey, but I just can't smile" and tries to say it without smiling. This is almost impossible for a school-ager to do, but it is lots of fun to try.

COMMANDER DAY

1. Have children pair up. One is the commander; one the follower.

2. Commanders can give any order (orders must not hurt).

CENTERING This activity helps kids relax and regain control. It can be done in any position. Tell them: "Today we will learn how to get in touch with our 'center'. Once we learn how to contact our center, we can use it to relax, to pull ourselves together when we feel scattered, and to feel better, even when we aren't feeling bad. "Focus all of your attention on your center. Send all of your thoughts and feelings down to that point just above your naval. (Pause 10 seconds)

"Now begin sending each breath all the way down to your center." (Pause 10 seconds) "Each time you breathe, send the breath to your center. Do this quietly for a few minutes."[2]

MANAGEABLE MUFFINS Mix together a favorite muffin recipe. Spoon half the batter into cupcake pan. Spoon the rest in blobs on a flat cookie sheet. Bake as directed. Notice how the cupcake pan controls and contains the muffin mix. What happens to the blobs?

INSTANT CENTERS

HAVE the kids close their eyes and imagine an elevator in their heads.

NEXT, tell them to put all of their thoughts in the elevator.

TOE PAINTING Paint a picture by holding the paintbrush between two toes. Variation: Hold the paintbrush between the lips.

ROBOTS In a large, open space experiment with different degrees of control and freedom. Give these command

"You are robots. Do exactly as I say and nothing else. Your body movements are mechanical and slow." Give robot commands: "Bend over", "Stand on one leg", "Move across the room", "Turn in a circle" End with the command to: "FREEZE."

"For the next five minutes, you are free to do anything you want with one catch. You must lock arms with three other people and stay attached." After five minutes, say: "FREEZE."

"You are free to do anything you want as long as you don't hurt anyone and don't leave the room. (Time limit three minutes). Then, "FREEZE."

"You are robots again. Stand straight and still. A fl is on your nose, but you may not touch it. Pretend it' really there and you want to brush it off - but I won't let you - really get into that role." (Time limit: 2 minutes) "Okay, brush it off. FREEZE."

Discuss how the school-agers felt in situations with different amounts of control. Have them rank the different degrees of freedom from the one they liked most to the one they liked least.[1]

---

1. (from THE OTHER SIDE OF THE REPORT CARD) 2. from OTHER WAYS, OTHER MEANS

ME, MYSELF & I

3. Followers must obey. After thirty minutes, switch roles.

4. Talk about how each role felt.

SOFT CREATIONS Materials needed: felt board, glue, sequins, buttons, ribbons, 9 x 12 cardboards. Kids can design their own felt creations to tell a story. Make individual felt boards: Each kid covers cardboard with felt. Staple, glue or tape in place.

FOR A SONG Give a child time alone in the music area with instruments. Provide the child with blank tapes and recorder so they can record their songs.

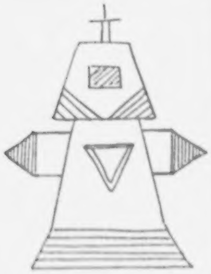
THEN, punch the button and send the elevator down to their center.2

ALONE POT POURRI Computer work and games, etch-a-sketch, sewing, bikes, reading, manipulatives, art, skating. Many games and activities that are done in groups are also be fun alone. Provide a specific space where only one person can be at a time.

OR

Let one kid play alone in an area where groups usually congregate

CELEBRATE ALONE WEEK Each day , kids create alone spaces (boxes, sheet tents) and spend times alone, if they want.



ALONE BUTTONS Decorate "buttons" with favorite activitity to do alone. Buttons can be made from different materials: cloth, paper, felt. Tape or pin to shirt OR re-cover old buttons. Wear buttons during ALONE WEEK.

LONELY POSTER Create a large poster of "I am lonely when:

____________" and

"I like to be alone when I:

__________"

BREAKFAST IN A CUP Put two spoonfuls of granola in the bottom of a paper cup. Add 3 spoonfuls of yogurt. Repeat alternating layers till cup is full. Sprinkle with granola on top.

RING TOSS Materials needed: cardboard box with lid, scissors, 10 wooden clothespins, canning jar sealing rings or plastic rings from six-pack soft drinks. Make ten small holes in lid of box. Insert clothespins into holes so that three-quarters of pin is visible. Number the pins from one to ten. Toss rings over pins, then add up score.

715

Keeping an Eye on the Child

ON-GOING STAFF training is crucial to providing top quality care for schoolagers. Most of the time the approach to training staff is: What areas or skills are staff in need of knowing or re-learning? We raise questions from a deficient view. That is, staff are deficient in art ideas and performance. Therefore, we offer an arts & crafts workshop in hopes of "fixing" what is missing. Many times this training approach does help a particular problem area.

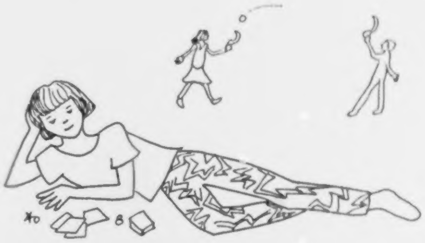
HOWEVER many times staff become resistant, tired, bored, and turned off by this "fix them" approach.

ANOTHER training approach that can get staff interested, motivated and excited to learn and try out new ideas is through the needs of the child. How?

SELECT a child who is particularly challenging. Selection needs to be done by the trainees, not the trainer.

FOCUS a training session (or two) on the needs and behaviors of the child. Begin by describing the child in descriptive, non-judgmental terms. It helps to have 2 or 3 people do descriptive anecdotes (5-10 minutes) of the child ahead of time. Use these to describe the child in the training session. Or videotape the child; then show this at the session.

Be sure descriptions are specific behaviors. Many times, child care workers (and parents) will make subjective comments about a particular child -- Josephine is so lazy! Roger is stubborn. Be sure to back up these with objective data:



Josephine lays on the floor doing absolutely nothing every afternoon. She has only participated in active games twice this month. She does not volunteer to do any chores -- making or serving snack, putting away game pieces.

To get at the specifics, ask: "What does Josephine do that makes you think she is lazy?"

ONCE a good description of the child has been developed and shared with the group, brainstorm possible plans to deal with this particular child.

NEXT, select 3-5 that are the best. Broaden the plans to be specific.

COMMIT to trying one plan in the next week.

EVALUATE and adapt at the end of the week.

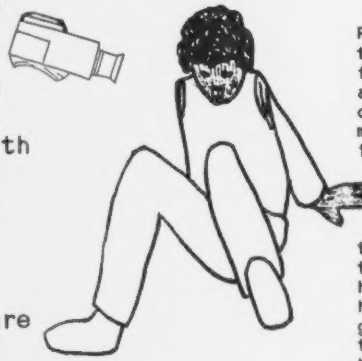
WHAT WILL PARTICIPANTS OBTAIN FROM THIS TYPE OF WORKSHOP?

OBSERVATION and recording of children's skills;

PLANNING how to meet the needs of this child which can be transferred to other children; and

SPECIFIC programming ideas.

Because the focus is on the child, not the staff, participants can put down their defenses and be free to explore new ideas and new techniques. They will be freed of the need to justify the way they are doing things now. The emphasis is on finding ways to help the child, not on fixing the caregiver. After all, the goal of child care is providing care and help for the child.



ROGER sits on the floor. His face and eyes are turned downward. His mouth is drawn in a tight line. The muscles in his arms and legs are tensed. Mary, the caregiver has just told him they cannot go to the park today and that he needs to put away the board game he was using.

Hiring: Beyond the Ideal

RECRUITING AND HIRING staff for school-age programs is a challenge directors face over and over again. How can a director place (and keep) really good people in such a demanding job?

START by deciding what kind of employee you want. The best, of course! The position is a sensitive one. The ideal recruit is a courteous, mature (but fun-loving) and energetic person with a B.A. in Elementary Education or Child Development and appropriate previous experience who knows all about child care philosophy and procedure, and is willing to work part time forever!

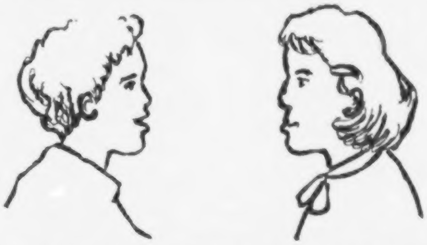
Hmmm. Not enough applicants fit the criteria? Let's re-examine the ideal.

FIND OUT and meet the standards in your area.

LOOK for traits that make a successful caregiver. A sense of humor and a relaxed nature are vital, but they don't show up on a job application. Reliability and the ability to deal honestly and politely with parents, school personnel, and other staff members are also needed for SACC success. Can the prospective caregiver keep up with energetic kids?

ADVERTISE next. Recruitment should be an ongoing process, enabling one to amass a file of applications, for now and the future. Be general rather than specific in advertising, so not to discourage potential applicants. By the same token, never tell someone you're not taking applications right now. Instead, say, "We don't have a position open right now, but I'll be glad to take your application." Advertise in a college paper. Students are naturals for part-time work.

DESIGN the application form to reveal some of the desired characteristics. Previous employment? Summer camps and park district sports programs are great proving grounds for school-age caregivers. Classroom experience is valuable too; although someone who is used to a highly structured classroom environment may find it hard to adjust to the after-school pace. Hobbies and interests? Look for someone who is active and enjoys a wide range of activities.



SCHEDULE INTERVIEWS, once a few promising applications are in hand. The difficult part of interviewing is consistency. One solution is to compose a list of interview questions. This is a good way to learn about a person's philosophy and motivation, too. Tailor the questions to your program needs, and keep notes. Later "grade" the answers in making a decision. Also, pay attention to your hunches.

MATCH people to the work. Applicants' motivations may range from student idealism to starving desperation. It is wise to discourage the easily discouraged BEFORE rather than after employing them.

POINT out to applicants that they will not get rich doing school-age care. In fact, the pleasures and satisfactions of the work itself are the best you have to offer.

SEEK staff who will remain committed to the job, but be realistic. Some of the very best caregivers will use school-age programs as a stepping stone to a career objective. If they commit themselves for one semester, your program will be richer for it.

<><> by Ken Rodd, Coordinator of School-age Programs for CHILDREN'S LEARNING CENTER in Dekalb, IL.

What To Do When Everything Is Out-Of-Control

It all started because you really like kids. You have fun with them. You want to help them grow and learn. You want to provide a much needed service: keeping kids safe and happy.

One day you find yourself in the middle of an out-of-control situation without a clue as what to do! Out-of-control situations, unfortunately, do happen in every SA program.

Descriptions of four typical out-of-control situations in school-age programs with recommended courses of action follow. Read the situation first, then ask yourself what you would do. Next, compare your ideas to ours. Let us know if you come up with other courses of action.
NOTE: This could also be used in a staff meeting.

SCENE ONE: CO-WORKER

From the outside area, Lily hears her co-worker severely berating six-year old Janelle for stealing seven-year old Rita's key chain (which Rita had just made in a craft activity. Janelle does not think hers is as nice as Rita's.)

WHAT TO DO:

* SEND Janelle on an errand, as a way of quickly removing her from the immediate scene.

* OFFER to cover for Rosanne for a few minutes while she takes a break.

* TALK to the co-worker later when she's calm. Express about your feelings (uncomfortable, painful to watch child being screamed at).

Describe the child's reaction to being screamed at: "Janelle seemed really embarrassed and intimidated while you were yelling at her. Her face turned red, she lowered her head, hunched her shoulders."

* IDENTIFY with the situation: "I know it can be real frustrating. This used to really bother me until I learned that six-year olds often go thru 'stealing' stages. I read about it in SAN."

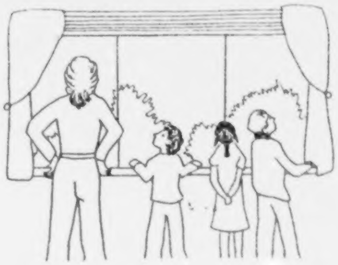
* DISCUSS alternative ways of handling. Appeal to the director for further help, if necessary.

* ACTIVE LISTEN with the child. Say something like: "Boy, Rosanne is really mad at you. She thinks you shouldn't take other kids' things."

NOTE: It's important to "defend" the child in a non-threatening way to the co-worker. Use "I statements."

SCENE TWO: ENVIRONMENT

You are doing a unit on clouds and for the entire week there are no clouds, only blue skies.



* BE FLEXIBLE. Have the kids imagine clouds are in the sky. What shapes are the clouds?

* ASK questions?? Why are there no clouds? What conditions create clouds?

* CREATE clouds inside.

* USE alternate plans and do sun activities. Save cloud plans for a cloudy day.

* WATCH weather on the news.

* FIND and view science films about clouds.

* CALL (or visit) local meteorologist to ask about cloud formation.

STRESS RULE #1: Don't sweat the small stuff.

STRESS RULE #2: It's all small stuff!

SCENE THREE: KIDS

School-agers, in the middle of making granola, start throwing peanuts and raisins at each other and all over the room.

WHAT TO DO:

ASSUMING you've already asked nicely, "Hey, guys, that's to eat, not to throw," used humour and gotten firm and they still are not listening, DO a "John Wayne."** Throw peanuts yourself for a minute, then try to re-direct the madness.

CHALLENGE the kids to see if they can throw a peanut into someone else's mouth or a bowl. Then give a limit, say "Okay, you can throw TWO more peanuts each," and then ask: "Should we still make granola or just eat it as is?"

** In John Wayne movies when a stagecoach is out-of-control, the Duke regains control by riding up jumping on the coach and grabbing the reins. He doesn't pull back on them immediately though. He rides with the out-of-control horses for a while and then slowly pulls back on the reins and gains control.

SCENE FOUR: The Director

Sharon, the Director of the RULEBOUND SAP, walks over to Josephine, the child care worker. Sharon starts confronting Josephine about the board games being left scattered all over the older kids' room. As she is talking, Sharon suddenly bursts into tears. The kids look wide-eyed, and apprehensive. Five-year old Josh starts crying.

WHAT TO DO:

* COMFORT the director as you would any child. This is a great opportunity for kids to see that it's okay to express feeling anytime, wherever you are.

* ACTIVE LISTEN: "Sharon, you seem really upset.", then really listen if Sharon needs to talk and cry. (You accomplish two things this way: one, you comfort Sharon and two, you model caring actions to the school-agers.)

* SUGGEST that you both go out after work for a "walk & talk" session.

* TALK with the kids about how adults get upset just like kids. If appropriate, share with the kids the reason for the director's tears: her favorite cat was run over this morning; her grandmother is sick in the hospital. This is also a time to discuss what helps when you feel like crying.

SCENE FIVE: THINGS

Lonnie sent 8-year old Sanchez to fill up a pail for the clay work. Something breaks in the faucet; water sprays up and all over the place.

* WATCH the children's reaction. Even though they are soaking wet, they may be able to see humour in the situation. If not, be sympathetic and calm. Assure the children that dry clothes may be found. If it's warm, maybe the kids can sit outside while their clothes dry.

* TAKE calm action: turn off water valves under sink.

* USE the situation to teach basic plumbing. Call a plumber. Sometimes a parent may have plumbing skills to help fix the broken faucet and introduce the kids to basic plumbing.

* GET water from another sink and continue with the clay plans. OR

* TURN a lemon into lemonade: Skip the clay. Instead, scrub down area for a real clean look.

DIRECTOR'S CORNER

Making Meetings More

SCENE ONE:

THE DIRECTOR announces at 9:30 a.m. that a staff meeting will be at 12:30. SACC Staff trickle in between 12:30 and 12:55. When the last person arrives, tension is already in the group.

The director starts by giving a ten minute talk on staff meeting tardiness. In this setting, the director always chairs the meeting. The major topic today is about yard supervision; an accident had happened earlier in the week. The Director expects the staff to take responsibility for this tragedy and find a solution to insure that this won't happen again.

INTERMITTENT interruptions occur: The director leaves to take a phone call; Two staff leave to get ready for the kindergarteners. It is now 1:30. The director must leave at 1:45.

A CHILD with special needs is of great concern to several staff but no time is left to address this issue. The director, disappointed at the lack of resolution about yard supervision announces that a decision will be made and all staff are to abide by the guidelines. The meeting is adjourned at 1:35 p.m. Staff leave venting their anger and frustration to each other.

SCENE TWO:

SCHOOL-AGE STAFF are aware that meetings are scheduled for the first and third Tuesday from 12-1 p.m. The meeting agenda is posted a few days in advance. All staff are encouraged to submit items of concern. All staff are present at 12:01 and the meeting begins. In this setting, the chair responsibility is shared; each staff member takes a turn providing the leadership for a meeting. Prior to the meeting, the chairperson organizes the topics and types the agenda.

LOOK at the two meeting scenes. At which meeting would you rather be? What can you do to improve the effectiveness of meetings you attend or chair?

THE CUSTOM of this group is to take the first five - seven minutes checking in with each other (i.e. How has the day or week been for you? How are you feeling about being at this meeting?). After this, the chairperson announces that several items are on the agenda and it may be unrealistic to attempt to cover them all during one hour. This staff is diligent in keeping the one-hour time limit, so the chairperson asks if any topics can be tabled or handled in some other way. A few people offer to table their topics and the meeting proceeds. It's now 12:15.

THE MAJOR topic is voiced by one teacher who is concerned about improving yard supervision between 3:00-4:00 each day. Earlier in the week, one of the kids fell, badly scraping a leg. While these accidents are inevitable, staff feel responsible for decreasing accidents. They brainstorm solutions for better supervision while someone records suggestions. As a group, they accept two realistic solutions and the director asks this topic to be raised in one month to assess the effectiveness of the solutions.

THE STAFF will remember to include this on the agenda because minutes are being recorded and will be distributed to each staff member within the next few days. It is now 12:45 p.m. Sufficient time is left to address the remaining agenda topics, one of which is a child with special needs.

THE DIRECTOR thanks the staff for their efforts in being prompt and for the stimulating discussion regarding yard super vision. The meeting is adjourned at 1:00. Staff go back to their rooms to discuss implementation of yard supervision plan.

OBVIOUSLY, these are two very different settings, perhaps exaggerated. Somewhere in the middle is the ideal staff meeting for your program.

<><> by Sister Julie Irving. Reprinted from: FROM SCRATCH: A CHILD CARE CENTER START UP GUIDE. See p. 15.

Meeting Myths

COMMON IDEAS ON HOW A MEETING SHOULD BE RUN

- Everyone sits around a table;
- Chairperson runs the meeting;
- Whoever knows the most about the subject should run the meeting;
- Whoever runs the meeting is responsible for its success;
- Robert's rules of order is all one needs to know about running a meeting;

Add your own....

Meeting information on pages 14-15 was contributed by Sister Julie Irving, an Early Childhood Specialist and Educator Program Manager with the Community Coordinated Council of Santa Clara County, Inc. in San Jose, CA.

COMMON FEELINGS ABOUT MEETINGS

☐ Meetings are a necessary evil;

☐ Attending a meeting is not legitimate work;

☐ Holding a meeting is a way of avoiding responsibility;

☐ Meetings are inefficient and a waste of time

What are some of your attitudes about meetings?

The Truth About Meetings

FIFTEEN million meetings are held each day in the U.S. alone.

MEETINGS cost time and time is money.

A POOR meeting is more costly because it can result in:

Lost opportunity...
Poor outcome...
Poor planning...
Headaches...
Frustration...
Bad feelings...
Anger...
Disruption of work environment...
Lack of trust...
Heightened tension...

Add your own......................

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FREE for the asking, the Center's new catalog details over 30 books, training materials, and other resources published by the Center. Resources on early adolescent development, middle-grades education, parenting, and after-school issues pertaining to the 10- to 15-year-old age group are included.

FEATURED is Adolescent Literacy: What Works and Why, a new book that presents the findings of a two-year search for the nation's best literacy programs for adolescents.

WRITE to receive your FREE catalog and the Center's newsletter Common Focus:
Ctr for Early Adolescence
Univ. of NC, Chapel Hill
Suite 223, Carr Mill Mall
Carrboro, NC 27510
(919) 966-1148

Chasing Away The Drug Demon

Delia and the Demon, a drug abuse prevention book for school-agers, will be written under a grant to Library Theatre from the German Orphan Home Foundation. Adapted from a South American folk tale, the book will address pressures that children experience from their peers, such as using drugs. Write:
Library Theatre
6925 Willow Street, N.W.
Washington, D.C. 20012
(202) 291-4800

Child Care Partnership Conference

PENNSYLVANIA Association of Child Care Agencies (PACCA) Conference will be held October 5,6 and 7, 1988 in Reading, PA. This year's theme is "Child Care: Partnerships and Strategies for the 90's."

EIGHTY + workshops, special interest groups and speakers will cover School Age Care, Family Day Care, Special Needs Care, Sick Child Care, and Health Issues.

CONTACT:
Connie Whitson
215-278-3707
or
PACCA
c/o Montgomery Co
Comprehensive Day Care
Courthouse
Norristown, PA 19404.

The Right to Quality Child Care: a position paper

The Association for Childhood Education International (ACEI) has issued a position paper, **The Right to Quality Child Care.** Outlining specific rights, the paper also includes supportive evidence and reasons. Issues and concerns covered: affordability, quality, developmentally appropriate activities, environment, safety, nutrition, health care, insurance, licensing, compensation, staff development, and child-to-staff ratios. WRITE:

ACEI, 11141 Georgia Ave.
Suite 200
Wheaton, MD 20902

NOVEMBER
DECEMBER
1988
VOL IX # 2

School Age NOTES

The Newsletter for School-Age Child Care Professionals

SPECIAL ISSUE!!
BEYOND THE BASICS

ISSN 0278-3126 — A National Resource Organization on School-Age Care -- Pioneering the Field

Photo by George Walker

CHILDREN WILL DRAMATIZE AGGRESSIVE ACTS, WITH OR WITHOUT COMMERCIAL TOYS.

WAR PLAY IS NOT CHILD'S PLAY

Should all war toys and war play be forbidden in school-age programs? Facts related to the War Toy market are alarming. War toy sales have increased 700% since 1983. Seven of the 10 most popular 1985 toys in the U.S. were related to war. Eleven of the top 20 best-selling 1987 holiday toys had violent themes.

However, children will dramatize aggressive acts, with or without commercial war toys. If no play guns are allowed, fingers and sticks become imaginary guns.

Kate Donnelly from the Stop War Toys Campaign (of New England War Resisters League) says: The biggest problem I have with buying war toys is that by buying them we are telling our children that we condone them and therefore condone violence and war as solutions to problems. Just because children use their fingers doesn't mean we have to provide them with war toys..."

Some studies and psychologists suggest that play with imaginary guns (fingers, sticks, legos) is less stimulating, lasts shorter periods of time and is outgrown sooner than toy gun play.

See p. 2 for WHAT TO DO suggestions and resources related to war play.

INSIDE

Teddy Bears and Toy Guns
Decrease Fighting
Some Kids Drive Me Crazy
Problem Personalities
Winning the Battle for Quality
Put It In Writing

CONFRONTING VIOLENT PLAY

Violence in children's TV shows is as prolific as war toys (see p. 1). Twenty to 50 violent acts per hour occur in children's TV . The average U S eight-year old will watch the equivalent of 22 school days of pro-war "entertainment" on TV.

The question raised by these facts is: How does overexposure, including GI Joe underwear, sheets and pajamas, effect children now and in the future. What correlation exists between aggressive toys and aggressive acts?

When we look at statistics which show that each year in the U.S., firearms are used by 3000 youth to commit suicide; to murder 1000 youth; and to accidentally kill 400 children this question becomes more urgent.

Research and child development experts disagree on how harmful violent toys are to kids. Some studies link toy guns to increased aggressive acts while the kids are playing with the guns. Whether kids continue in aggressive behaviors both in childhood and as adults is open to question. However, studies of kids watching violent-theme TV programs show a definite correlation with an increase in aggression.

Other child development experts support the need of kids to act out aggressive feelings through aggressive, imaginary play.
One child care program forbid all gun play, toy and imaginary. Instead, the kids made large pots of imaginary poison, fending off the "enemy" with their deadly concoctions.

WHAT CAN YOU DO?

TAKE a thorough look at program policies and values. Do you forbid gun play? Do staff bring guns to work to protect themselves in a hostile outside environment? Do you have rules about no real guns on the program's property? Do any of the families hunt? Do some of the older kids hunt with their families and use real guns? Do any families have guns at home? Do you teach kids alternatives to aggressiveness? Do you discuss the pros and cons of guns, violent videos and aggressive acts?

MAKE rules about guns, war toys and violent play. For example, imaginary war play may be allowed but war toys are not to be aimed at anything living.

TEACH and model gentle, peaceful actions. Encourage kids to treat themselves, other kids and all living things gently. Teach kids to express aggressive feelings with assertive words. Demonstrate care for animals and the environment by words and actions.

PLAY cooperative games.

SOLVE program problems cooperatively, rather than dictating solutions from above.

HAVE a speakers' forum where different kids express their views on why a toy is good or bad.

INVESTIGATE the toys kids are talking about and playing with. For example, the Soundwave's (transformer) motto is "Cries and screams are music to my ears." State how you feel about war, violence and harming others. War toys give many opportunities for adults to share their ideas about peace and war with kids.

RESOURCES

ORGANIZATIONS:

Action for Children's Television,
20 University Rd, Cambridge, MA
02138, 617-876-6620

National Coalition on TV Violence
PO Box 2157, Champaign, IL 61820
217-384-1920

New England War Resisters League,
Box 1093, Norwich, CT 06360,
203-889-5337

Parenting for Peace & Justice,
3133 Lindell, #400,
St. Louis, MO 63108

MATERIALS:

Parents' Guide to Non-Violent Toy Buying, $1 each. Order from:
Discipleship Resources for Church
& Society, P O Box 189
Nashville, TN 37202

This resource describes ten pages of violent theme toys, four pages of non-violent toys, and four pages of catalogs of alternative toys of positive play value.

CHILDREN'S BOOK:

DANA DOESN'T LIKE GUNS ANYMORE , written by Carole Moore-Slater, tells the story of a young boy's struggle with wanting a gun and his love of birds. Available from: DANA, P O Box 150605
Nashville, TN 37215.

SUBSCRIPTIONS: $14.95 for 1 year (six issues)
Send to: School Age Notes
P.O. Box 120674
Nashville, TN 37212

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Artist: Annette Shaw
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SAN appreciates the contributions of Sandi Hodge, Carole Moore-Slater, Jerry Rubin and the Stop War Toys Campaign to the war toys articles on pp. 1 - 3.

MORE PLAY, LESS TEACHING MAKES JOHANNA A BETTER STUDENT

Schools are caught up in a swirling cycle to pour more information into kids. (See p. 15) Parents and school-age workers have been pulled into this eddying mess. What we are now experiencing is a furious effort - by ALL of the adults in children's lives - to make sure that children do their school work in and out of school AND that all their free time is educational. Children, on the other hand, are madly trying to play. Adults tend to forget that children also learn through play.

Perhaps with more play and less cramming of academic information, the adult goal of a better educated child will be achieved. Some educators believe that school-agers need less adult-directed activities and more time to explore their own interests at their own pace, in and out of school. Current research on the brain sheds new light on this belief and substantiates what most of us already know.

Our society often associates a good education with remembering lots of information. According to the research, three factors contribute to long-term memory: stress-released adrenalin, emotions and mental rehearsing. We know that when a topic is presented in an exciting manner or is of great interest to us, we remember more and for a longer time. When an event occurs which stirs strong emotions - happy, sad, angry - that event is etched more deeply in our minds. And, the more times we think about an event, the more it is remembered. (How many times did you have to say 7 X 8 = 56 in your head before you finally remembered it forever?)

New research also indicates that brain neurons and synapses continue to relay information even AFTER we stop consciously thinking about specific ideas. Memory triggers can bring forth in rapid fire order, ideas and thoughts that pile one on top of each other.

Once the memory button is pushed, ideas seem to spill forth. That is why it is often difficult to "stop" thinking about something, such as new field trip ideas once you have begun brainstorming. Similarly, at a conference or workshop you may get an overload of ideas and feel no new ideas can be squeezed into your head. Your brain is still working on the other ideas.

WHAT DOES THIS MEAN FOR SCHOOL-AGE PROGRAMS?

If we are concerned about kids learning and remembering more, we will plan and advocate for school-age programming that allows for and encourages "down-time." We will, as professionals who know about developmental needs, advocate for less "fill it up with facts" teaching in our schools.

Time is needed to process information on an unconscious level. Child-directed play, relaxation and mental rehearsal provide the time and pursuits to allow for this.

Kids need not only less schoolwork and less homework but more relaxation breaks and more child-directed (play) activities. Adult-directed activities all day for children are like workshops and meetings all day for adults.

It is time for school-age programs to grab onto a passing branch, pull themselves out of the eddying mess of "teach those kids every minute; they've got so much to learn and too little time in which to learn it." and pull themselves onto a rock.

A firm, solid rock that is for sitting on, for pensive thought, for scrambling over, searching under for frogs, digging trenches around to make new "rivers", hiding behind in hide-&-seek games, lounging on and soaking up the sun, decorating with creative art works, and studying the microscopic layers of sand and mineral.

This is education.

<><> By Bonnie Johnson & Rich Scofield

© 1988

TEDDY BEARS FOR TOY GUNS

THE ALLIANCE FOR SURVIVAL offers an exchange of a cuddly stuffed teddy bear for each toy gun surrendered to them. Mail the toy gun or battle-related toy, along with $1 for return postage. You will be sent back a huggable Teddy (courtesy of Dakin toys).

Include a note on "Why I like teddy bears better than toy guns." Mail to:
LA Alliance for Survival
Attn: Jerry Rubin, 13 Sunset
Ave., Los Angeles, CA 90291

Make your own stuffed teddy bears to give as holiday gifts. Encourage gifts that hug instead of toys that hurt. Patterns for teddy bears are available from pattern catalogs.

THE ONE HUNDREDTH MONKEY

The monkeys on the island had, for hundreds of years, eaten their sweet-potatoes, straight from the earth covered with dirt. One day, one monkey dropped a sweet potato in the stream. Most of the dirt washed away. The monkey bit into the clean, sweet potato. Now the potato was smooth. No grit stuck in its teeth.

The next day, the monkey dropped the potato in the stream, cleaning the dirt away with his hand. Other monkeys watched.

The third day, one monkey friend came closer as the first monkey washed the sweet potato in the stream. First monkey seemed to enjoy the clean potato so much.

Second monkey watched and then picked up a potato. Dropping it in the stream, second monkey watched as the dirt swirled off the potato. Biting into the cleaned potato, a smile of "This is so good!" spread across its face. Other monkeys watched.

Before long, TEN monkeys were washing their sweet potatoes; then 20, then 50, soon 99.

When the 100th monkey began washing its sweet potato, monkeys on other islands also began washing theirs. sweet potatoes.

WHY? WHAT DOES THIS STORY HAVE TO DO WITH PEACE? Explore this question with the kids. See what ideas they have. Many people use this story to convey the message that if one person acts peaceful, others will act likewise. Before long, the whole world will be at Peace. Will it? Discuss this.

<><> Adapted from Ken Keyes' THE ONE HUNDRETH MONKEY.

After school programs love S&S group packs.

Craft News Weekly

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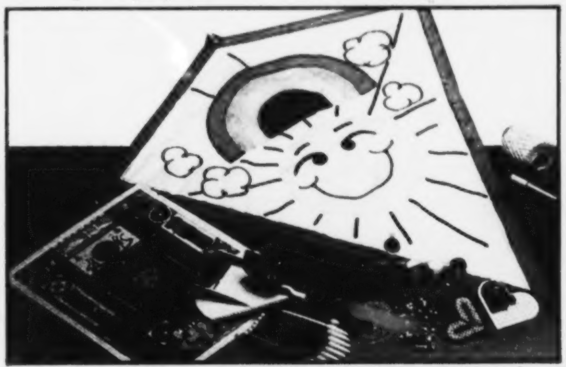

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GAMES HELP DECREASE FIGHTING

GAME PLAYING, with adult involvement, may result in more payoff than the fun of playing the game. Monopoly, Sorry, Life, Save the Whale, and Uno are games that involve the same kind of thinking that is needed to solve conflicts. Problem-solving, strategizing, cooperation, analyzing options, predicting consequences and evaluating final moves (all without hitting!) are basic skills for playing games AND solving conflicts. Teaching children how to play the games better may result in less aggression and more cooperation.

We know that conflict resolution techniques use cognitive-behavioral approaches to teach kids to solve problems, not through hitting, but by thinking of several possible actions, looking at the consequences and choosing the best action. Rehearsal of appropriate non-aggressive actions and the practice of pro-social skills (smiling, eye contact, cooperation, respect for others' space or boundaries) are also used. The approaches are deliberate - to teach kids to get along with others and to decrease aggressiveness.*

A recent study indicates game playing may have longer effects on decreasing aggressive behavior than a cognitive-behavioral approach.

In ten one-hour sessions, Dubow, Huesmann and Eron** studied the effects of four approaches (cognitive alone, behavioral alone, combined cognitive-behavioral, and adult attention with game training) on aggressiveness in school-agers.

The results of the study showed the greatest decrease in aggression and increase in pro-social behaviors occurred in two groups: cognitive-behavioral and attention/game training. The significant result is that SIX MONTHS later 61% of the attention/game group continued to show improvement while only 22% of the cognitive-behavioral group did.

WHY THE DIFFERENCE?

In the game group, kids were taught strategies for improving their game by role-playing, feedback, modeling, coaching, and discussion from adult leaders. "Children were motivated to generate and practice strategies, take account of their opponents' strategies, and induce peers to follow rules and await turns."

The researchers postulate one reason for the outstanding success of the game group may have been that the kids received immediate reward (winning the game) for practicing strategies. Another reason may be that the play approach was originally designed as a control group to account for the boys receiving adult attention. Since the focus of this group was to play games, not improve social skills, the kids (who had resistant behaviors) did not have any reason to resist the intervention.

HOW DOES THIS TRANSLATE TO THE SCHOOL AGE PROGRAM?

Since games are already a well-established part of school-age programs, using games to reduce aggression entails only minor changes.

VALUE games as a legitimate conflict resolution tool.

VIEW adult involvement in game playing as an important part of the conflict-resolving role of child care workers.

TEACH, informally and subtly, how to play games better: strategizing moves, predicting results of moves, playing by the rules, and taking turns.

In reality, the cognitive-behavioral approach is hidden in the structure of the game. The essential truth is we learn better when we are having a good time.

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* These approaches are outlined thoroughly in two books: MISBEHAVIN' and SKILL-STREAMING THE ELEMENTARY SCHOOL CHILD. See p. 15.

** From MITIGATING AGGRESSION AND PROMOTING PRO-SOCIAL BEHAVIOR IN AGGRESSIVE SCHOOL BOYS, Eric Dubow, Rowell Huesmann, Leonard Eron, Dept. of Psychology, Univ. of IL @ Chicago, in Behavior Research & Therapy, Vol. 25, #6, pp. 527-531, 1987.

"SOME KIDS JUST DRIVE ME CRAZY!!!"

"SOME KIDS JUST DRIVE ME CRAZY!!!" Certain kids can extend an adult's limits on patience and understanding a tad to far ... which soon results in frustration, anger, desperation and burn-out!

ONE frustrating behavioral challenge is the "I gotta have attention every minute" kind of child. Arm yourself with a few tactics which will lead you through some of these tougher "challenges".

EXPECTATIONS Start each day with an attitude reminder, like: "I envision (name of child) behaving in a cooperative, open, optimistic, and loving manner," or, "I see myself as offering unconditional love to (name of child)." In the movie "Stand and Deliver," the amazing power of one teacher's expectations to transform a "stifling jungle" into a "bunch of blooming flowers" is portrayed. Expect and envision positive behavior, especially from the tougher kids.

EMPOWERMENT The next step is to empower the child. Instead of assigning few tasks to the attention-getter, give additional ones. Start out with small ones, like retrieving materials or equipment for the group, and progress to assigning the child to be leader.

ASK for exactly what you want. For example: "Walk over to the equipment closet and bring me 5 of the medium size nerf balls.". In effect, treat the attention-getter with respect - as an equal.

REMEMBER this child is also teaching adults -- about patience, love, giving, staying centered. The school-age child is more than ready to exercise their power. The task is to make sure they do it in a reasonable manner.

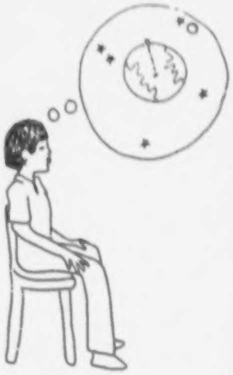
HUDDLE Okay, Jason isn't being reasonable. It may be time for a huddle. Draw Jason aside and informally, without judgement or anger, identify, respect, and validate his feelings. Point out that the behavior (not the child) is difficult for group goals. Ask and facilitate the child's participation in an empowering solution.

IF several kids are attention-getters, have a group huddle. Address the desired behavior without singling out anyone.

LOVE Beyond group needs, the attention-getter needs to feel unconditionally loved, valued, accepted, competent, and talented in an unique way, and that they are "good enough" now.

PROVIDE successful experiences and positive feedback. (Often the child feels threatened, unloved, and like a failure.) Even if the child is staying quiet just for a moment, comment that this is good listening as you run through the description of an activity. Thank them for waiting to ask questions until you finish the instructions or rules. Reinforce effort (not just results).

GROUNDING Many times the attention-getter is a high energy or even hyper child. This activity can be done as a group or alone. Start by sitting up straight, feet flat on the floor, hands on thighs, with eyes closed. Do THREE complete full breaths with them, asking that they not talk. Tell them about the voice inside that helps them to appreciate who they are. Ask them to stay quiet as they say hello to themselves by name. Then ask them to say hello to their bodies (elaborate here as you see fit). This activity will help center adults as well as the kids!



Visualize a grounding cord - a beam of light, a rope, a tree trunk - reaching from the tailbone down to the center of the Earth (through the chair, floor, everything!) where it ties into a slot with your name on it.

<>≺> by Jim Therrell, a regular SAN columnist. Jim is available for keynotes, creative leadership workshops, and program design. For FREE consultation, contact:
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PEACE — WHAT TO EXPECT

In thinking about HOW TO TEACH PEACE TO SCHOOL-AGERS, I became excited about the many concepts and people that could be introduced: World Peace, Abundance of Food, Conservation, Ecology, Martin Luther King, Mother Theresa, and Ghandi. Overwhelmed by where to start, I had to take a nap! As I lay quiet, I thought of my friend's bumper sticker: PEACE BEGINS WITH ME. If I could get along with the people in my life and the people that I come in contact with each day, and others could do the same, maybe world peace would happen. After that, the answer to "HOW TO TEACH PEACE TO SCHOOL-AGERS?" came easily. The answer? Teach school-agers how to get along with each other. How? START by being aware of what to expect PEACE-WISE from school-agers. Then, provide peace promoting activites (See p. 8-9).

In the Box below, moral developmental information is outlined. Four-year olds are included because children don't always "act their age." After a long day in school and group care, kids tend to regress. These are guidelines, not rigid RULES. A characteristic of a 7-year old may be seen in a 5, 6, or 9-year old and still be normal.

Also, just because it's normal to be extremely aggressive at SIX, does not mean the behavior should be tolerated. Continue to teach appropriate behavior.

<><> By Tracey Besley.

MORAL DEVELOPMENT BY GESELL & KOHLBERG

4's Out of bounds, quarrelsome, argumentative, may seem selfish, silly, laughs wildly, lots of crying, whines, bites, hits, kicks, throws, fear of noises, lots of "toilet talk," plays cooperatively with friends, affectionate.

5's Friendly, helpful, cooperative, enjoys slapstick humour, less crying and whining, not characteristically aggressive, fear of dark, being lost, can be bossy with peers.

6's Very active, tears and tantrums, extremely aggressive, both physically and verbally, highly emotional, fears supernatural (ghosts, witches), tattling, generous and compassionate.

7's Thoughtful, empathetic, little sense of humour, less crying, moody, sulky, less aggressive, fears new situation, prefers older playmate, anxious to please.

8's Impatient, enjoys humour, likes catching people in mistakes, less crying but sensitive, feelings get hurt, aggression mostly verbal, fewer fears, likes scary stories, has enemies, critical, often cheerful.

9's Becoming responsible, independent, dependable, protective and loyal, complains: "that's not fair," aggression mostly verbal, few fears, they like scaring each other, spying, hiding, repeats humourous things.

10's Happy, seldom sad, into practical jokes, puns and riddles, cannot take jokes on self, not many tears, not characteristically angry, worry about school, homework, being late, lots of secrets with friends, cliques.

Based on Gesell's THE CHILD FROM FIVE TO TEN

STAGE 1: AVOID PUNISHMENT: Views the goodness or badness of an action as determined by its physical consequences. Therefore, the child's moral actions are motivated largely by avoidance of punishment and deference to authority.

STAGE 2: SELF BENEFIT The child tends to view right action as that which satisfies their own needs, and occasionally the needs of others. Elements of fairness, reciprocity, and equal sharing are present, but they are largely a matter of "you scratch my back and I'll scratch yours.'

STAGE 3: ACCEPTANCE BY OTHERS: Motivated by that which pleases or helps others and is approved by them. Behavior is frequently judged by intention: "He means well." One earns approval by being "nice."

11's & 12's

STAGE 4: MAINTAIN SOCIAL ORDER: Wants social order - family, school, or community - maintained. Right behavior consists of doing one's duty and showing respect for authority. Great interest in codification and maintenance of rules.

Based on the work of Lawrence Kohlberg, a professor at Harvard University, whose research has complemented and expanded Piaget's work.

PEACEFUL PURSUITS

PAPER CRANES

Read SADAKO AND THE THOUSAND PAPER CRANES. Make origami paper cranes. Give to people as a symbol of peace during the holiday gift giving season. See CREATIVE CONFLICT RESOLUTION p. 138-139 for directions.

KISSES

Use this activity to show how often we compete, even when it hurts us. Pair kids. Demonstrate that each pair is get into arm wrestling position. DO NOT use the term "arm wrestling".

Rules: NO TALKING; EACH TIME THE BACK OF YOUR PARTNER'S HAND TOUCHES THE TABLE, YOU WILL RECEIVE A CHOCOLATE KISS*; KEEP TRACK OF YOUR OWN KISS COUNT. * Or raisins, peanuts, apple or stickers. NOTE: Kids may voluntarily cooperate to put their hand down on the table, but don't tell them this. Watch, instead, how they compete.

STOP after thirty seconds of play. Discuss how many kisses they won. Ask them how they could have gotten more. By cooperating? Replay cooperatively for fifteen second. Recount. Discuss what difference cooperating can make in this game and in other activities.

From CREATIVE CONFLICT RESOLUTION.

PUPPETS AND PROBLEMS

Make hand puppets out of long, cotton socks. Decorate with buttons, felt, magic markers.... These special puppets help solve problems, especially conflicts. Tell the kids the story of Reggie and his mother (See p. 12). Using their puppets, the kids can act out the story and their solution. Let as many kids that want take a turn at puppet problem-solving.

STICKY FINGERPRINTS

Feel atomic forces at work. Pull apart these print plates. As the bonds break, notice the sticky power of the atoms in water. MATERIALS: two large clear plastic lids, poster paint & white paper. WHAT TO DO:

Trim lids to make entire surfaces flat.

Brush or drop poster paint on one side of one lid. Use two or more colors.

Press the other lid against the first. Hold it up to the light. Watch the colors mix and spread as you move the lids back and forth and around. Stop when you get a design you like.

Pull the lids apart. Do you feel the resistance as the atomic bonds are broken?

Press the paper onto the painted side of lids. Rub paper gently. Pull away the print! From GEE WHIZ!

BAGS OF ENERGY

What are batteries? Right! Stored energy. Energy can be stored in other ways to be used later: A swing released or a wind-up toy. A simple plastic bag can also become a wind-up energy source. How?

Place several items (food cans, clothing, blocks, rocks) in a plastic bag. Hold the bag in one hand and twist it six times. After twisting, release one hand and observe the bag as it turns and spins. Do some bags unwind faster?

Repeat with bags with fewer items, different weights, different size bags. Why do some bags spin faster or slower?

From MUDPIES TO MAGNETS.

NON-STOP TALK

In groups of ten,* each group is to talk non-stop for three minutes.

RULES:

Only one person can talk at a time; Every person has to talk at least once. If two or more persons talk at one time OR no talking occurs for TWO seconds, the group must start again.

Give each group a watch with a minute hand or a stopwatch. Give them five minutes to do this. Discuss: How many times did you have to start over? Why? How did you finally complete the three minutes?

Talk about strategies, such a non-verbal signals. Let groups try again.

* Groups of less than ten will make the task easier. Modify to fit your program. Give each group a different topic to talk about: vacation fun, gift-giving, holiday food, and war toys.

UP WITH ME

PEACE PUDDING

Make enough to share with others: homeless, nursing home, preschool....

MATERIALS:
1/2 cup uncooked rice, 1 cup water,
2 1/2 c skim milk,
1/8 c maple syrup,
3 TBSP whole wheat flour,
1 tsp vanilla,
1/2 cup raisins,
1 tsp cinnamon.

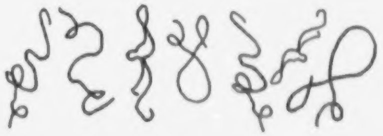
WHAT TO DO: Put water and rice in saucepan. Bring to a boil. Cover and simmer for 30 minutes. Add milk and raisins. Bring to a boil, cover and simmer for 15 minutes. Remove from heat and stir in maple syrup.

Mix 1 cup of cooked rice and flour, then stir back into rest of rice. Simmer 5 more minutes; stir constantly. Cool a little. Add vanilla. Serve warm or cold.

NAME RAP Give each person 60 seconds to think of a motion that expresses their first and family name. Share motions, then have whole group copy the motion.*

Divide into trios to create a rap that contains each persons' name. Each rap should be no more than six lines.

* From THE FRIENDLY CLASSROOM FOR A SMALL PLANET



EXPRESS YOURSELF Starched String: MATERIALS: string, yarn, flour, water, small containers, wax paper, tissue paper. WHAT TO DO:

Mix flour and water to make a thick, creamy paste.

Cut string of different lengths.

Dip & cover one piece of string with paste.

Arrange pasted string on wax paper to create a design.

Dip and add more string til a sculpture has been made.

Dry overnight.

Cover with colored tissue paper to create a stained glass effect. from a SQUIRT OF GLUE.

WAR AND PEACE INTERVIEWS

Make press cards. Interview other kids, parents, program staff, "people on street," to find out their views on war and peace. With the Presidential elections in November, another interview question could be "How do you think Dukakis or Bush will help prevent war and promote peace?" When all the interviews are completed, put out a VIEWS ON WAR AND PEACE newspaper.

PUMPKIN DECORATING CONTEST

Let each child decorate a pumpkin that looks like themselves.

Discourage carving as the pumpkin spoils sooner. Instead, use felt, paint, poster board and props (glasses, scarves, hats).

Adapted from ALL THE BEST CONTESTS FOR KIDS.

WHAT'S INSIDE Draw a life-size outline of your body. Inside the outline, list or draw pictures of things you admire about other people. Put circles around characteristics you possess.

INTERNATIONAL PEACE PALS

Become a pen pal with a school-ager who lives in the Soviet Union, Iran, Nicaragua, Lebanon, Panama, Korea, South Africa. Write to Pen Pals, 22 Batterymarch St., Boston, MA, 02109 for Pen Pal registration form. Send a SASE.

SOMETHING GOOD Sit in a circle. Each kid tells one good thing that happened today. RULES: One person talks at a time. Variations: The something good must begin with their first initial. DISCUSSION: Was it hard to think of something good? Does something good happen every day? How can we help good to happen? Adapted from DRUGS, KIDS AND SCHOOLS (Scott, Foresman, & Co) and A MANUAL ON NON-VIOLENCE AND CHILDREN (New Society Publishers).

THE ART OF ATTENDING CONFERENCES

Child care conferences provide an opportunity to take charge of your own learning, recharge your batteries and make important contacts in the field. After years of coordinating and attending conferences, presenting workshops and sending staff to these events, I have compiled a few tips on how to make the best use of these opportunities.

IDENTIFY your training needs. Meet with supervisors to select areas of professional growth that are most important to the program and the individual. A written report on staff's strengths and weaknesses can facilitate this process.

ESTABLISH priorities. On the conference day, have several alternate presentations in mind that you want to attend.

READ workshop descriptions carefully. What goals and suggested level of experience are listed? Will the focus be on awareness or skills, strategies or current research findings? Although the description of a workshop may sound like just what you want, the format it is presented in may not match your learning style. The leader's credentials and affiliations are usually listed in the brochure or ask someone familiar with the presenter. This may help decide between two sessions on the same topic.

ter. This may help decide between two sessions on the same topic.

ASSERT yourself. Most conferences are designed for the participants, not the workshop leaders. Don't be afraid to ask questions, state your priorities or special needs or redirect a presenter. Many leaders have the flexibility to change direction if the majority of the group has a particular need.

GET UP and leave. Don't feel trapped and waste time stuck in the wrong workshop. If you find yourself in a workshop that does not seem useful, you will not offend the leader if you leave for an alternate session.

DON'T BE AFRAID TO ASK QUESTIONS, STATE YOUR PRIORITIES OR SPECIAL NEEDS OR RE-DIRECT A PRESENTER.

AVOID cliques. The most common mistake of conference-goers is attending the same workshops that their friends choose. A crowded room can be intimidating if you don't know anyone, but signing up for workshops which will meet your own needs gives you an opportunity to meet new people with fresh ideas. It also gives you a chance to form networks with a variety of professionals. Your program can benefit from what's learned about many topics if staff members attend different workshops.

PACE yourself. Large conferences may offer dozens of workshops over two or three days. Look for some fun workshops or something that you would not normally explore. When your mind is on "over-load," check out the exhibit areas or get some fresh air.

GIVE feedback. Conference evaluations are used to solicit presenters, to choose a location, train conference staff and improve on previous conferences. Conference organizers need your positive and negative feedback.

SHARE your discoveries. Write a brief synopsis or give an oral presentation at a staff meeting. Make copies of any handouts to share with other staff. This will help your whole program and give you a chance to organize your thoughts about the topic.

DOCUMENT your attendance. Keep a training log. Write down which workshops you attended, the date and the leader. Attach a conference program to the log. Keep this in your own file or in the center's personnel file.

THE KEY to successful and satisfying conference attendance is knowing yourself: what you need to learn, how you learn it, when you need to have fun or rest, and how you best connect with others.

<><> by Steve Shuman, owner and principal consultant of Spectrum. He has helped organize many local AEYC conferences, as well as other state-wide early childhood events.

Adapted from MASSACHUSETTS CHILD CARE NEWS, 10/87. Subscriptions $20/YR. CCRC Publications, 552 Massachusetts Avenue, Cambridge, MA 02139

PROBLEM PERSONALITIES IN MEETINGS

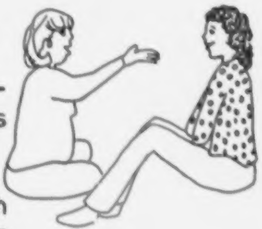
DO YOU, blame yourself when a staff meeting goes poorly?. If you do, the goddess of good meetings bestows this gift: Meeting outcomes are not the director's total responsibility. In fact, in meetings where ten people participate, the director is only ONE-TENTH responsible for its success or failure.

WHAT IS the manager's responsibility? One, make it clear that the success or failure rests on each person at the meeting. Two, support and encourage leadership behaviors in each participant. A willingness to share the responsibility may be the ultimate tool in affecting this change.

EVEN WHEN a director opts for shared responsibility, many road blocks to optimal group participation may arise. Two common personality types which retard the progress of the group are the NON-PARTICIPATOR and the DOMINATOR.

THE NON-PARTICIPATOR

Almost every group has persons who appear to be not participating. Do not mistake quietness for non-participation. Some personality types are fully participating in the process even though they may rarely make a comment or offer an opinion.



INCORPORATE a technique to elicit participation, such as polling the group on an issue: ask each participant for their opinion.

BE ACUTELY aware of signs given by quiet members which indicate a desire to speak. Often a simple invitation to offer a comment will motivate their verbal input.*

ANOTHER FACTOR, less positive, may also produce a non-participator. Anger, ill will, or discomfort in the group may be the reason for the behavior. The non-participator often engages in heightened participation with friends AFTER the meeting. Meeting issues about which they disagreed are generally the topic of conversation.

AVOID using group time to deal with this problem. Instead, face-to-face confront the individual about their actions. Together, problem-solve a remedy.

OFTEN A SIMPLE INVITATION WILL MOTIVATE VERBAL INPUT.

THE DOMINATOR

Offering an opinion about every agenda item, interrupting others and over-participating so that others have little interaction time aptly portrays the Dominator. Heightened enthusiasm, great expertise or a lack of group awareness probably contribute to these potentially disruptive behaviors.

DETERMINE if the input is indeed helpful to the group before attempting to change the behavior.

DIMINISH the impact of this personality type by setting ground rules which guarantee participation from other group members. One method may be to establish a process which limits one offering per participant, allowing each to have a turn before a person can make a second statement. This technique will force dominant personalities to maintain their ideas while listening to others and thus may alter their input or momentum.

SOLUTIONS to these problematic instances will be unique to individual situations. Some remedies are techniques or systems used to produce desired outcomes; others may require confrontation of the individual.

IN EVERY INSTANCE, group cohesiveness, excellent communication and a high level of trust are significant factors which underpin the success of group interactions.

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* Chairpersons often finds it difficult to be consistently aware of both process and content concerns. A facilitator can help with this overload. The role of a facilitator is to be aware of non-content concerns: group focus, participation, conflict, and time management. With sufficient training and exposure to this concept, others will also begin to use facilitative behaviors in meetings.

<><> by Sister Julie Irving, an Early Childhood Specialist and Educator Program Manager with the Community Coordinated Council of Santa Clara County, Inc in San Jose, CA.

WHAT TO DO WHEN EVERYTHING IS OUT OF CONTROL

Eight-year old Reggie, barely holding back his tears, poised ready to punch 9-year old Carolyn and ten-year old Brian who have just taunted him about Reggie's mom being a "homo." One of the caregivers nearby says: "Poor Reggie, he takes the brunt of his mom's lifestyle, " loud enough for Reggie to hear.

WHAT WOULD YOU DO?

INTERVENE as you would when any child is teased in a disparaging way:

- Put yourself between the teased and teasers.
- With a comforting hand on the teased, face the teasers and say "Teasing hurts. Go get the brooms and all three of you sweep up all the wood shavings under the table." This redirects their energy into a task that they do together and that is helpful.

TALK with caregivers about Reggie's need for support, not false sympathy. In fact, their careless comment probably hurt Reggie more than the kids taunting. Why? Kids depend on adults to protect them from harm. When adults participate in the hurting, this undermines the child's sense of safety.

OFFER Reggie the opportunity to talk about his feelings regarding what the other kids said about his mom. Explore why he feels that way and what he can do if it happens again. NOTE: Reggie's mom might also want to know about this.

FOLLOW-UP with:
- a group activity role-playing on what to do when someone teases you;
- Sex education or family life styles classes that allow kids to explore what they hear discussed by adults and on TV/movies, but don't really understand. Be factual in these discussions. Avoid "This is the right or wrong way" statements. Do say: "Families can be different. Some are made up of a mother, father and three kids, some are a mother with two kids, some are two women and three kids, some are five adults and no kids, some are Grandma, mom and one kid. What kind of family are you?" You can also have an open discussion on homosexuality to clarify misconceptions kids have. If you would find it difficult to lead a discussion without being opinionated (that is, it is good -- it is bad), call in an expert to help with this.

SEE Resources on p. 16.

AN OPPORTUNITY OF A LIFETIME

The best way to experience the sights, cultures, the arts and history of Europe is to work and live there. If interested, please read on.

U. S. Army in Europe civilian CHILD DEVELOPMENT SERVICES COORDINATORS develop, implement and supervise programs designed to promote children's physical, social, emotional and cognitive growth from infancy to school age. EDUCATION SPECIALISTS influence and initiate curriculum design through instruction and preparation of lesson plans designed to promote children's educational growth.

Child Development Services positions require at least a bachelor's or higher degree with major in education or a field appropriate to child development. Education Specialist positions require at least a bachelor's degree which included 18 semester hours in education.

U. S. citizenship is required. Initial assignment is for three years.

The U. S. Government offers:

- starting salaries of $18,726, $22,907 or $27,716 (depending on early childhood related experience or graduate education)
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WINNING THE BATTLE FOR QUALITY

As a new Director of a school-age program for forty-two children ages 5-12. I was determined to develop a high-quality program. In need of support and direction to improve and expand the level of quality in the program, I discovered two solutions: the NAEYC Accreditation Process and a plan for ongoing staff training.

NAEYC's newly developed Accreditation Process is an organized, systematic, process to evaluate and improve child care programs. The second solution, our development of an ongoing staff training plan was an outgrowth of the Accreditation process. Both Accreditation and the ongoing staff training plan made my work as director less stressful, more satisfying, and goal oriented.

WHAT IS THE ACCREDITATION PROCESS? Developed through NAEYC and administered by the National Academy of Early Childhood Programs, it is where a programs's administrators, staff and parents conduct an in-depth self-study. This is a comprehensive evaluation of the entire program based on a set of criteria for high-quality programming. The process is a voluntary commitment to self-evaluation and self-improvement.

WHAT ARE THE STEPS IN THE ACCREDITATION PROCESS?

SEND for the Guide to Accreditation and spend time reading and understanding the process.

- INTRODUCE the process to the staff, parents and board. Gain their support and commitment to improving the level or quality of the program. Explain how they will be an intergral part of the process.

- DO the Self-Study: Collect and analyze information on the program's strengths and weaknesses. This is the most vital piece of the Accreditation process.

Information is gathered through:
a. Classroom observations: Staff and Director look at what actually goes on in the program to determine how well the program meets the criteria.
b. Administrative Report: The Director rates the criteria that relate to administration of the entire program.
c. Staff Questionnaires: Evaluation of the program by the staff; and
d. Parent Questionnaires: Evaluation of the program by parents.

- PLAN for improvements and make changes. Decide whether to seek Accreditation.

- WRITE a Program Description. Include all the information gathered in the self-study.

- VALIDATE: Objective observers visit your program and verify the Program Description.

- ACCREDITATE: A three-person Commission of early childhood specialists reviews all the reports and decides whether to accreditate.

The self-study was the most important experience we had during the process. We analyzed many pieces of the program. Areas identified by the staff and director that needed improving and careful consideration were:
* Balance of child-initiated and adult-initiated activities;
* Encouragement of independence in children;
* Multi-racial, non-sexist books, dolls, materials and pictures;
* Smooth and unregimented transitions;
* Designated spaces for quiet play and privacy

The entire Accreditation process took us about nine months. Overall, the experience was special for all involved. The staff was empowered by their involvement. They developed a sense of commitment to the program, a responsibility to their work and ownership of the program. As Jennifer James put so perfectly, "Success is the quality of your journey."

<><> By Dawne Stirling is Director, Trainer and Consultant for SACC in the Seattle, WA area. Her workshop on the accreditation process will be presented at the National NAEYC Conference in Anaheim in Nov '88.

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ADMINISTRATIVE NOTES

PUT IT IN WRITING: HELPING PARENTS AND STAFF

Have you ever sat down at a parent conference wishing that you had better anecdotal records of a child's behavior? Have you wanted a way to communicate to parents how your program goals and your curriculum help the healthy social, emotional and moral development of their children? Do you wish you had some consistent way to let parents know what their children are like when in your program?

That was how I was feeling after our program had been operating quite successfully for over six years. We had done a reasonably good job of parent-staff communication, but we lacked good anecdotal records on behavior and developmental assessments, especially for children in grades one through six. In the past two years we have designed and implemented two new forms of recording and reporting behavior which have helped us go "BEYOND THE BASICS". We call these "incident reports," and "developmental reports." Part I in this issue describes the incident report. Part II in JAN/FEB '89 will describe the developmental report.

THE INCIDENT REPORT form looks a lot like our "accident report". Staff use it when children exhibit extreme or puzzling behaviors. (For example if a child is extremely upset over losing a pair of socks at the beach, or a child gets in a serious physical fight with another, or a child gets very angry and swears at a staff member,...). The form has four parts:

Part I: IDENTIFYING INFORMATION: child's name; date, time, and place of incident; and name of staff member who was present.

Part II: DESCRIPTION OF THE BEHAVIOR: a clear, vivid, objective description of the behavior with no value laden words. If other children are involved they are not identified by name. (We'd write: "M... screamed 'you suck' at me and ran out of the room. NOT: "M... was very abusive and disrespectful toward the staff."

Part III: CONSEQUENCES OF THE BEHAVIOR: again, an objective description of what happened as a result, including natural consequences and what the staff did in response.

Part IV: COMMENTS: staff give their evaluation of the incident and make suggestions for follow through by parents. We usually read the description of the incident to the child and ask if it is fair and right so we can add: "I read this report to M... and she agrees that this is what happened." A carbonless copy is put in the child's file.

For the successful use of these reports:

TRAINING AND COACHING on writing these reports. We have written guidelines on how to write an incident report. Our administrative staff give immediate feedback to the staff on how they have composed the report, before it goes to the parents. Only the SUPERVISORY STAFF (not aides or assistants) write incident reports.

PERSONAL COMMUNICATION between the teacher and the parents before or soon after they read the reports. We leave the reports for the parents in their "mail pouch". Staff usually add a note like, "I'd like to talk to you about this when you pick M... up today." or "Please call me tomorrow so we can talk about this."

IMMEDIACY: Staff write the report right away and get it to parents the same day. Most parents are extremely grateful for this close communication and are then better able to support you and help their child if they are immediately informed of what's going on.

<><> By Linda G. Sisson, Director, Edina Kids Club; SACC Program in Edina Public Schools, Edina, MN.

TEST SCORES DETERMINE CURRICULUM

Test makers and test scores are deciding curriculum, asserts Vera Short, ACEI President in the ACEI's July'88 publication. However, the biggest problem is that current curriculum has little developmental foundation. No one is asking questions about the appropriateness of the concepts or skills being taught but only "Are they on the test?"

Short is calling on all educators to halt "this nonsense and state loud and clear that it is not the children who are failing but the current curriculum flunking the test of common sense."

ABC UPDATE

ABC 2.5 billion child care bill, now out of both Senate and House committees, is ready for full floor Senate and House votes.

Unlike changes in the Senate bill, the House version still retains the provision for regulation of programs that are licensed by the state. This has been a hotly contested issue among many private and church centers as well as family day homes. The Senate revised this provision to apply only to programs receiving public funds.

EXPLORING AND EXPANDING CURRICULUM ON WORKING PEOPLE: MORE THAN COMMUNITY HELPERS

Concerned about how aware school-agers are about people and their work? Want something more than the traditional community helpers approach? In Day Care & Early Education, Summer '88, a six page article* describes an alternative approach.

Focusing on the work and workers in a child care center, the alternative curriculum helps children understand:

- How work at the program benefits them;
- What specific work and tasks are done by whom;
- How cooperation between workers helps;
- What the children can do to help workers; What skills are needed to do different jobs well;
- Why EVERY job is needed.

The rationale, goals, and related activities for a workers curriculum are thoroughly described in the above article. Developed for preschoolers, it is easily adapted for school-agers.

The authors, Jesse Wenning and Sheli Wortis believe that "a curriculum on work can provide children of all backgrounds with a more realistic understanding of how society functions and an appreciation for the diverse contributions of many kinds of people."

---

* Excerpted from MADE BY HUMAN HANDS; A CURRICULUM FOR TEACHING YOUNG CHILDREN ABOUT WORK AND WORKING PEOPLE. From: The Multicultural Project for Communication and Education, Inc., 71 Cherry St, Cambridge, MA 02139

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PROFESSIONAL RESOURCES

____	HALF A CHILDHOOD: Time for School-Age Child Care	12.95
____	Day Care Management Guide	29.95
____	Activities for School-Age Child Care An NAEYC Publication	4.95
____	WHAT'S YOUR NEXT MOVE? (A board game for staff training)	34.95

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RESOURCES

MONEY: HOW TO GET MORE

"RAISING SALARIES: Strategies That Work" outlines more than a dozen examples of public and private initiatives aimed at upgrading salaries paid to child care staff. Examples reflect policies that have been instituted in a broad spectrum of child care programs as well as at the city, county and state level. The booklet examines what strategies were utilized to advocate for the implementation of new policies, what were the barriers to that strategy, and how they were overcome; how current funding mechanisms were utilized to raise salaries; and how these policies affected the affordability of programs. $5

Order from: Child Care
Employee Project
P.O. Box 5603
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LARGEST SCHOOL-AGE CONFERENCE

The largest School-Age Conference will once again be held at Chabot College in Hayward, CA (on the Berkeley side of San Francisco Bay). The California School Age conference (CSAC) will be held February 24-25, '89.

Interested in presenting? Send in your workshop proposals by Nov 23rd.

For more info, contact: Andy Scott, CSAC, 3221 20th ST, San Francisco, CA 94110, 415-826-1669.

NETWORKS FOR FAMILY DIVERSITY

INCLUDING EVERYONE: CHILDREN OF GAY AND LESBIAN PARENTS, by S. Shuman, a two page article in Massachusetts Child Care News. Single copies $1.50. Order from
CCRC Publications
552 Massachusetts Ave
Cambridge, MA 02139

> **"However, changes in materials, activities and curriculum are not enough. The children of lesbian and gay parents are especially sensitive to unfair situations and signs of discrimination. How providers interact with these children and their families on a daily basis will tell them more about whether their differences are accepted than any number of appropriate books and photos or lessons about family diversity. It's worth the effort to think about what messages regular center routines and staff responses communicate to children."**
>
> **From: Including Everyone: Children of Gay and Lesbian Parents**

National Gay Task Force
GAY PARENT SUPPORT PACKET
80 Fifth Ave, NY, NY 10011

RESOURCE CTR ON SEX ROLES IN EDUCATION, National Foundation for the Improvement of Education
1201 16th ST, NW Rm 701
Washington, DC 20036

GAY PARENTING: A COMPLETE GUIDE FOR GAY MEN AND LESBIANS WITH CHILDREN, by Joy Schulenburg.

Books for children:

ALL KINDS OF FAMILIES, by Norma Simon.

JENNY LIVES WITH ERIC AND MARTIN, by Susanne Bosche.

AMY AND THE CLOUD BASKET, by Amy Pratt.

JANUARY
FEBRUARY
1988
VOL IX #3

School Age NOTES

The Newsletter for School-Age Care Professionals

© 1989 School Age Notes — A National Resource Organization on School-Age Care — Pioneering the Field Since 1980

Photo by George Walker

A school-ager rewards himself with a self-made smiley face.

Being Your Own Best Friend

School-agers encounter many instances where they make mistakes or feel like failures or receive negative feedback. Sometimes, caregivers, as significant adults in their lives, can intercept. School-age professionals can give helpful information that can clarify the situation so that the child does not buy a total package of "I'm no good." Children also need feedback when they are behaving in socially acceptable ways or when they have performed tasks successfully. Since caring and perceptive adults are not always immediately available, teaching kids to "self-talk", that is, to give themselves feedback will help bolster their self-esteem.

HOW CAN WE TEACH SELF-TALK?

☺ MODEL GIVING YOURSELF REWARDS OR PRAISE.

EX. Donald, who works with the older school-agers, walked into the basketball area. Loud enough for the kids to hear, Donald exclaimed: "Whew, I sure have worked hard getting ready for tonight's family pot luck supper. I deserve a game of basketball. Who wants to take me on?"

EX. Rachel planned an art activity that failed: the paint was too watery and the paper too thin. Everyone was disappointed. To the kids and herself, Rachel said: "This activity didn't work. What do we need to do differently to make it work." Rachel avoided calling herself a failure, instead, she looked for ways to be successful AND helped the school-agers to look at the same situation as a way to learn something.*

☺ TELL CHILDREN TO PRAISE THEMSELVES WITH WORDS**

EX. When Claudia picks up all the SCRABBLE pieces and puts them away on the shelf, SAY: "Claudia, you put the SCRABBLE game away. I think you did a good job and were helpful. Tell yourself that."

☺ ENCOURAGE KIDS TO GIVE THEMSELVES REWARDS

EX. Ingrid shows you her just-completed clay work of art. Tell her to give herself a pat on the back for her creative work.

EX. When Bruce finished cleaning all the tables after snack, SAY: "Bruce, give yourself a smiling face for a job well done."

* RESOURCE: "BEING THE BEST" by Dennis Waitley published by Pocket Books.

** RESOURCE: "SELF-ESTEEM A CLASSROOM AFFAIR 101 Ways To Help Children Like Themselves" (vol 1) by Michele & Craig Borba. See p. 15 to order.

INSIDE

Cultivating Block Play
How To Get Kids To Listen
Focus on the Distractor
Who's Cleaning Up Now?
Communicating with Parents

EDITORIAL

Tenn Governor Mandates SAC

On October 28, 1988, at the Governor's Conference on School-Age Child Care, Tennessee Governor Ned McWherter announced four initiatives to address the needs of "the more than 150,000 children in the state of Tennessee who are forced to look after themselves after school while their parents work"

McWherter outlined his plan to:

1 Allow teachers, who are on an advanced career ladder level, to conduct enrichment activities or be Directors in public school-operated school-age programs AND be paid out of special funds from the State Department of Education;

2 Cut duplication in licensing inspections and requirements of child care facilities;

3 Change the regulatory responsibility of school-operated school-age programs from the Department of Human Services to the Department of Education; and

4 Work out a plan to decrease "excessively high liability rates that are causing our child care centers to be closed all over Tennessee".

To tackle, in the Governor terms, the state's "greatest unmet need", the conference brought together the state commissioners of Economic Development, Education, Human Services and Insurance, along with school-age care professionals. The scope of the Governor's plan and his support through the conference breaks new ground on a national level for a state's involvement in school-age care.

While applauding the Governor's decisive actions on SAC, child care leaders and the Tennessee Education Association stressed the importance of recognizing crucial differences in classroom teaching and school-age care programming.

Concerns about the plan came from Anne Colley, former director of the Eakin Care Program, which is profiled in SCHOOL-AGE CHILD CARE: AN ACTION MANUAL (also well-known as the "red book"). She cautioned that using school teachers in after school programs "could basically extend the school day for three or more hours. Children don't need that. They need time to grow, to laugh, to play." She also questioned whether the energy levels of teachers, who have taught school all day, would be sufficient to meet the high demands of school-age care.*

"We need to remember this is child care", emphasized Cavitt Chesier, executive secretary of the Tennessee Education Association "not a 10 to 12 hour school day. Studies have shown that longer school days don't necessarily mean more learning.... We don't want the public thinking these children are sitting at a desk staring at a teacher for 12 hours a day."*

David Martin urged conferees NOT to become divisive with the separation of school run programs under the Department of Education versus other programs under Human Services Day Care Licensing. Martin, Director of Child Care Services for the City of Pacifica, CA, gave the Keynote Address and Closing Remarks at the conference.

In letters to State Commissioners of Human Services and Education, Rich Scofield, publisher of School-Age NOTES, wrote: "From both the child development and education viewpoints, children need time after school to relax, be nurtured, and sort out their school day. Learning can take place through play, time alone, and social interactions with adults and other children in a relaxed informal setting. These are not wasted activities.... On a day-to-day basis, children need an ... enriched program environment with lots of hands-on activities that are self-directed and represent multiple choices.... Adult-directed and group activities should be just one part of the choices and experiences."

As the Governor's office and state commissioners work out the details of their SAC plan, they are listening to and considering the concerns of the child care and education communities. Since the conference, the Governor has acknowledged that teachers who had worked all day in a classroom may not be best suited to working in energy-demanding SAC environments. Also, State Commissioner of Education reported that his staff is working with Day Care Licensing to ensure that the standards of both agencies would be equal.

We are witnessing local and national politicians and public officials jumping on the now politically-popular child care "band wagon". However, child care professionals worked in the field when it was both politically unpopular and a household dirty word. It is crucial to remember that the real experts on what kids need are not the politicians but ourselves. As advocates for school-age care, our voice needs to heard as governments make decisions that will shape the

---

* Information based on 10/29/88 and 11/1/88 NASHVILLE BANNER articles.

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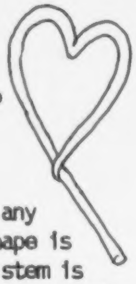
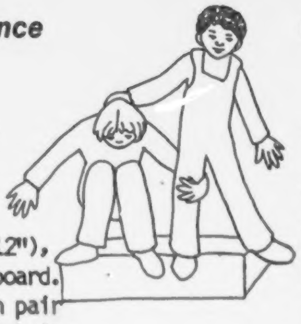


POUR 1/2 inch deep of liquid white glue into a small bowl or cup. Drop food coloring into glue to make color desired; stir well. Bend a pipe cleaner into a heart shape (or any shape). Be sure the shape is completed closed and a stem is left for a handle. Add a second pipe cleaner to the stem if a longer stem is needed.

Holding the stem, dip the shape all the way into the glue mixture. Pull it out and let excess drip back into rest of glue. A thin film will form on the inside of the shape. If the film breaks, just dip again. Stick the stem in a piece of clay or plastic foam. Let dry for one hour. VOILA'!

<><> From Steven Caney's PLAYBOOK

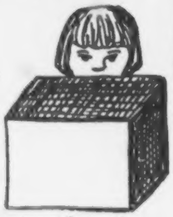
Block Balance



Divide group into pairs. Give each pair, a large (8" x 12"), flat wooden board. Instruct each pair that their task is to balance on the board, together. Their feet cannot touch; they can only use each other for support. No leaning on furniture or walls. Give them three minutes to try. Some will succeed, some won't. STOP Talk about what works to be successful at this. Let everyone try again. Also, raise the question: Did you have fun trying?

<><> Adapted from COOPERATION: LEARNING THROUGH LAUGHTER. Published by The American Institute of Adlerian Studies

Change Your Perspective



Paint one side of a box a different color from the opposite side. For Valentine's Day, paint different colored hearts on opposite sides. With children sitting opposite each other and the box between them, what colors do they see? Remark how they see different colors. Ask how that can be? Is someone right? Someone wrong? Do they believe some can be seeing red while others are seeing blue? Could they all be right? How? Have them switch places? What color is the box (heart) now? How does changing your perspective, change your view of things? Who is right now? Talk about situations that look different depending on your perspective.

<><> Adapted from COGNITIVE CURRICULUM FOR CHILDREN by M Susan Burns et al

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Beat The Winter Blahs — Celebrate WOYC

Looking for an exciting project to get you through the winter doldrums? Why not plan a celebration for the WEEK OF THE YOUNG CHILD?

Programs for school-age children have the unique opportunity to involve children in planning and carrying out WOYC celebration events. Capitalize on the special interests and talents of the children. Be creative! Brainstorm ideas on how your program might celebrate the WOYC,

SUGGESTED ACTIVITIES

TRIED AND TRUE:

Host an open house or program tour;

Organize a parade, festival or fair at a park, playground or shopping mall;

Sponsor a display of children's art, crafts or photos at museums, airports, city halls or other public buildings;

Arrange for increased local publicity through public service announcements or printed *information on milk cartons, grocery bags, or placemats in fast food restaurants;

Appear on radio or TV talk shows;

Honor school-age care professionals with special recognition activities;

Hold a conference, town meeting, seminar or special reception;

Work with local newspapers to publish feature stories or a WOYC tabloid;

Distribute flyers as stuffers in utility bills or employee paychecks.

FOR SCHOOL-AGERS ONLY:

Invite parents and community leaders to a special event planned, organized and performed by the children (talent or fashion show, concert, play, dinner, skating party).

Sponsor an essay contest (See "Through the Eyes of Children", TIME Magazine, August 8, 1988); Have essays published in local newspapers;

Adopt a program of younger children; plan a special event for them;

Arrange for children to write letters or visit local elected public officials.

WOYC RESOURCES

WOYC balloons (#650) Nine inch round balloons imprinted with "We Care for America's Children, $5 for 50 balloons.

WOYC posters (#651) 16" x 22", $5 for 5 posters.

WOYC flyers (#652) One side is a mini-version of the WOYC poster. the other contains statistics on the need for high quality programs, $5 for 50 flyers.

WOYC logo sheet (#654) Camera-ready artwork for flyers and newsletters. $1/sheet.

WOYC buttons (#653) Fifty brightly colored oval buttons for $15.

WOYC starter kit (#655) Contains 50 balloons, 5 posters, 50 flyers, 50 buttons, 1 logo sheet, $30.

Order from: NAEYC
1834 Connecticut Ave NW
Washington, DC 20009-5786
1-800-424-2460

BACKGROUND: Since 1971, the Week of the Young Child (WOYC), sponsored by the National Association for the Education of Young Children (NAEYC), has been an annual celebration to build public understanding of the importance of and generate support for programs for young children, including school-age child care programs. WOYC events provide information about the needs of young children and attempt to stimulate the development of more and better services. The theme for the WOYC, April 2-8, 1989 is "We Care for America's Children". Most WOYC activities are planned and implemented on a local basis, often coordinated by NAEYC state or local affiliate groups. Contact local affiliates for special plans in your area.

<><> By Joyce Lang, Assistant Director for Administration for Community Services For Children in Bethlehem, PA.

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Don't Read This!

What is it that attracts so many of us to do just the opposite? Were you pulled to continue reading this page, in spite of the warning not to? Why??

Advertisers have long been aware of the powerful psychological pull to do just the opposite. Witness this sampling of advertising "pull" phrases: "DON'T OPEN THIS ENVELOPE!", "DON'T READ ANY FURTHER...unless you want to win a million dollars.", "DON'T READ THIS ARTICLE."

Some of us are just plain rebellious. We just love to do the opposite of what we are told to do. In fact, doing the opposite gives a little thrill. We dare with "What are you going to do about?" We find that oppositional behavior is valuable because it provides a sense of power over our own lives.

For others, particularly children and those with learning disabilities, the word, DON'T, fails to register in the brain. The message received and acted on is: READ THIS! (Or what ever comes after the DON'T).

For years, parents, child care workers, and other professionals working with children have been encouraged and instructed to put things in the positive. We have been told that it is better to say: "Walk in the halls" instead of "Don't run.". Children will have higher self-esteem and will follow directions more quickly when given positive directions. Tell them what to do, rather than what not to do. The warning, "Don't sit down." leaves much room for interpretation. One can stand, hop, run, jump, lie, roll, twirl. A clearer and a positive direction would be: "The floor is wet. Wait til it dries before you sit on it."

Okay, we know this. We have heard it over and over. Maybe we didn't know that the brain fails to register the "DON'T". We have honestly tried to give positive directions to the kids, but, the "DON'T" phrases just pop out so much faster! They are automatic. It takes so much effort to remember to switch. Working with school-agers can be so hectic, getting a "DON'T" phrase out is all we can do sometimes.

TRUE. The old patterns are difficult to change. The "DON'T" phrases that were said to us as children are deeply imbedded. In times of stress and chaos, the familiar patterns are what we reach for and use.

Working with school-agers can be so hectic that getting a "don't" phrase out is all we can do sometimes... but we commit to change to the positive.

WHAT CAN BE DONE?

COMMIT to change to the positive.

INCREASE your awareness of what "DON'T" phrases you use and when. Observe yourself or ask a trusted co-worker, parent, or friend to observe you for ten minutes every day for a week.

Run a tape recorder for two days while you perform your usual child care duties. Then, listen to the tape and jot down your "DON'T" phrases.

PICK one of the most frequently used "DON'T" phrases to work on. For example: Out of list of "Don't throw those balls in this room!", "Don't talk back to me!" and "Don't lie to me!", choose one.

For example, you decide to work on "Don't talk back to me!"

RE-PHRASE so that you can say this in positive terms with specific directions on what to do. "Talk to me politely. Use a quiet and gentle tone."; "Say 'Yes, Ma'am (or Sir)' or 'Okay' in a quiet and gentle tone."; or "Look at me and relax your body." are all ways to rephrase this "DON'T".

CONGRATULATE yourself each time you recognize you've said a "DON'T" phrase. Recognition of old habits is the first step to change. Avoid putting yourself down for saying "DON'T" phrases.

ADD the new, positive phrase to the old, negative "DON'T". For example: Alicia yells at you: "I don't have to do what you say. You're not my mother!". You say: "Don't talk back to me!" THEN ADD YOUR NEW PHRASE: "Relax your body and your voice. Talk to me using a quiet and gentle tone."

The next time, maybe you will stop after "Don't talk back to" when you remember to use your new phrase.

GIVE yourself time. Changing old patterns is slow work.

REMIND YOURSELF OF THE REWARDS: Decreased oppositional behavior, increased following of directions, and clear teaching of expected behaviors.

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School Age NOTES P.O. Box 120674
Nashville, TN 37212

Leading Games — How To Get Kids To Listen

In leading group games use techniques that match the children's current "develop-mental" skills. Children, especially six and seven year olds, have less developed listening or verbal skills and are more visually oriented and capable. Do not attempt to talk your way through a game or activity! A strictly verbal approach will quickly lose their attention.

TAKE ADVANTAGE OF THEIR VISUAL ORIENTATION AND CAPABILITIES:

- Begin with the group in the actual game formation or with the necessary equipment in view (but not in the kids' hands!)

FOR EXAMPLE, in ELBOW TAG, a game where 10 to 50 people can play, start by PAIRING everyone with a partner. ("Okay everyone! Pick your favorite number between 1 and 5, and raise that number of fingers into the air! Now find one other person so that the two of you add up to an even number, 2, 4, 6, 8, or 10").

Ask each pair to hook elbows. Assuming you are free of safety hazards (chairs, desks, ...) the group is now in game formation, randomly spaced, by partners, throughout the play area.

- VISUALLY DEMONSTRATE the process, rules, movements and strategies of the activity yourself - with as much flair as you can muster. Do this in slow motion, then initiate a practice round prior to the "real thing."

- USE short, clear and concise verbal descriptions.

ELBOW TAG With a practice partner (Jennifer), continue: "Let's pretend I'm 'IT' and Jennifer ISN'T! As I try to gently tag her," (striding toward her in slow motion) "she tries to get away and be safe, by hooking onto someone's elbow." (Show her how to do this if necessary.) "Now the player on the other end of this hooked up threesome, Freddy, is bumped off. Freddy must now hook up with some other two-some...as I try to gently tag him! If I tag him before he hooks onto another two-some, then he tries to tag me before I hook on!" (Demonstrate as you go thru this description.)

- ASK for questions, after the practice round. Continue demonstrating if necessary. These visual demonstrations answer questions more effectively than verbal explanations. Often the activity is spontaneously off and hooking without further explanations - all due to visual demonstration.

- CAPTIVATE their attention by using active story-telling mannerisms, creativity and fantasy.

ELBOW TAG To mentally develop this scenario, add fantasy. This will raise the level of mental engagement and involvement for each child. Change ELBOW TAG to RUNAWAY ATOMS. Everyone can decide what kind of atom they want to be, and the two-somes become molecules or specific compounds (like hydrogen and oxygen pair up to be water - H_2O).

- BREAK DOWN the activity into its component parts. Even younger kids can absorb fairly complex activities if they are initially broken down into smaller parts.

ELBOW TAG As the game was demonstrated, it was broken down into its component parts:

1. Choosing partners
2. The concept of IT and NOT IT
3. A gentle model of tagging
4. The method and strategy of hooking on and being bumped off, and
5. Fantasy.

Remember, you are competing with movies and TV! In general, you have about two minutes to get an activity underway without losing their attention.
However, you can - develop longer attention spans, enhance listening skills and enrich comprehension levels - by breaking down activities into component parts, using active demonstrations and clear descriptions and by playing with kids.

Who knows? You may undo the effects of TV, rescue a few couch potatoes and have more FUN, in the bargain!!!

<><> by Jim Therrell is a regular columnist with SAN. He is available for keynotes, creative leadership workshops, and program design. For FREE consultation, contact:
PLAY TODAY!
1105 Oddstad Blvd
Pacifica, CA 94044
415-3597331 7-11 AM PST

5 P.M. Who's Cleaning Up Now?

Groups of school-agers playing with a great variety of toys and materials can produce quite a cluttered mess. How do you get the kids to clean up after themselves? How do you get them excited to clean-up? How, without constant nagging?? These questions are asked over and over by school-age care professionals.

TRY THESE IDEAS:

- Have the kids rap while they clean. Or have ear phone radios for kids to use as they clean up or for 30 minutes afterwards.
- Put a clean-up list on the wall. Have kids sign-up beside task they want to do today or this week. They must sign for at least one task.
- Have kids sign up for a major cleaning job once a week. Make this voluntary; one of the many fun activity choices. Some kids really enjoy doing this kind of real work and are are more likely to enjoy doing it if given a choice.
- Put the child's photo above the area they are responsible to clean up.
- Appoint one child in charge of supervising the clean up of an area or an entire job (such as putting away all the board games or outside play equipment).
- Plan any rearranging or reorganizing of room and storage of materials with the school-agers.
- Use TIME WARNINGS (Ten minutes til time to put everything up)...; REMINDERS (PUT ME BACK WHERE I BELONG WHEN FINISHED WITH ME stickers on play materials)..., REWARDS (Small prizes - stick of sugar-free gum, stickers, fifteen minutes on the computer or typewriter, first choice on weekly movie - given when child does a specific clean-up task: puts away game, wipes off tables, empties trash, put legos in storage container)....
- Keep medium-sized materials in sturdy open, containers. Store small pieces in ziploc bags; Large pieces in large laundry baskets or large net bags.
- Employ a rule that one piece of equipment or one kind of play material must be put back BEFORE another can be taken out. For example, the LIFE game must be put back in its box and returned to the shelf before Susan can take out PICTIONARY game or the basketball.
- Play clean-up games: SHOOTING "BASKETS" to get unbreakable items back into their storage spot. BEAT THE CLOCK - Set a timer for 3 minutes - Can everyone clean up before the timer goes off?
- Inform parents that children must clean-up BEFORE they leave. Enlist their re-enforcement of this concept.
- Remind yourself that some kids will enjoy both the process of cleaning and putting away AND the product of a clutter-free environment. Others will find NO interest or enjoyment in either process or product. Therefore, some kids will only need your modeling of cleaning-up and occasional directives. Others will need frequent and firm directives, assigned chores and clear consequences.

Lastly, a school-age program probably should never be completely free of clutter. It is in the taking apart and putting together and creative messes that school-agers test and perfect their development skills. Therefore, look on much of the clutter and mess as part and parcel of your program goals, i.e., the enhancement of the whole developing school-ager. Look at the mess and say to yourself: "I must be doing a good job. This is evidence of school-agers involved in work that matters.

Block Works

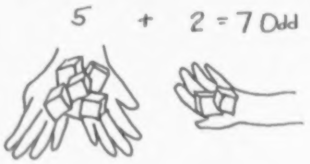
Lifting Imaginary Blocks With kids in a small circle, hand each of them a large box of imaginary blocks. Encourage them to touch and lift up their blocks (How heavy are they?); to build a tower as high as they can, then knock it over so it makes a loud crash. Next, try a tall building or a bridge or dam.

NOTE: This is a great introductory exercise to use with kids to get them comfortable with building with blocks. Although kids may have used blocks as preschoolers, they are more self-conscious, gender-restricted, and encumbered by peer pressure. This activity may free them to try block building which is really construction of buildings and projects.

Odd Or Even With a small group of kids, show them a container full of small blocks. Ask one of them to take a few and count them to see if they have an odd or even number. Tell them NOT to let you know.

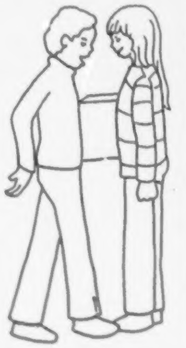
> SAY: "Now I will give you some more blocks. If you had an odd number, it is now even. If you had an even number, it is now odd."

> THE TRICK: Give an odd number of blocks. This will change odd to even and even to odd. SEE if the kids can figure out the trick before sharing it.



Block Shadow Play Shine a light on a darkened wall. With various sizes and shapes, create shadow creatures with blocks.

Block Relay Races
Play different relay races with blocks. Pass a wooden block from the front of the line to the back without touching it with their hands. OR Each team member has to walk across the room and back balancing a block on their head. The team that finishes first gets to use the blocks first.



Block Obstacle Course Have kids make their own obstacle course, using all kinds of blocks. Using a stopwatch, have them see how fast they can run the course - best time out of three tries. Encourage the kids to beat their own time, not someone else's.

Blockionary Just like PICTIONARY but, instead of drawing their idea, the players must build it out of blocks. Teammates must guess the idea by studying the block "picture". Be sure to give ideas that can be conveyed with blocks. Examples: Chimney... Book... Fireplace... Football Game... Desk....

Block Nameplates Using rectangular pieces of wood, have kids create their own nameplates. They can carve, paint, glue toothpicks or whatever ideas they may have, onto the wood to create their name. These can be used to identify their personal space at the program, or the door of their room at home or ....

Cooperative Blocks

MATERIALS NEEDED:

5 wooden construction blocks for each player

WHAT TO DO:

Divide into groups of five. Each team should have a total of 25 blocks.

Instruct the groups that they will have 10 minutes to build a structure using their 25 blocks.

RULES: All 25 blocks must be used. Each person has a final say where their own 5 blocks will be placed. Team players may advise each other.

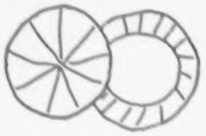
NOTE: Some teams (groups) will complete a structure together while others will not succeed. Discuss in a total group how each group built their structure. What worked? What did not? What are the benefits of cooperating? What other pursuits are helped by working together?

THREE BLOCK FOOLER, THREE CIRCLE FOOLER and ODD OR EVEN are adapted from "FUN-TIME MAGIC", by Victor Havel, published by Young Readers Press.

BLOCK BALANCE is adapted from "COOPERATION: Learning through Laughter", by Charlene Wenc, published by The Americas Institute of Adlerian Studies, Inc.

Circle Capers

Circular Motion
Provide kids with circular props (hoops, ropes tied in circles, paper plates, yarn balls, soft balls, parachutes) to move to the music with. Play "Mannaheim Steamroller" and let the action begin.



Clay Circles
Make circle creations out of clay. Ideas: bowls, plate, picture frame, bowling ball....

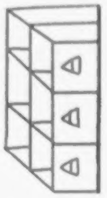
Circle Snacks
Make juicicles in circle shapes. How? Experiment with different ways: paper cups, cake or cupcake tins...

Serve other circles: pizza, oranges, donuts, english muffins,

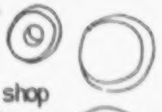
Theatre-In-The-Round
Divide into groups of four or five. Tell each group to plan a skit that has something to do with circles. Give them ten minutes to plan. Take turns performing skits in the middle of the "stage" with the "audience" sitting in a circle around the stage.

Mandalas On large pieces of newsprint, have kids draw a large circle outline. Tell them to focus on the circle, eyes open or closed and just let their mind be still for 30 seconds. Open their eyes and draw whatever image they saw.

Round Dis-Play Make a display case out a wooden crate, cardboard box with dividers, or by stapling together 1/2 pint milk cartons (tops cut off). Display round objects: stones, shells, buttons, marbles, acorns, skateboard wheels....



Circle Constructs Provide thin circles of wood, carpentry glue, nails and hammers. Let creations begin.



NOTE: A local carpentry shop might contribute the wooden circle free or at least cut out the circle from wood you purchase.

Round-About Players stand sideways in a circle. When the signal (clashing of cymbals) is given all the players run around the circle. Players try to run past each other, on the outside of the circle. As a player passes another they may tag them. Tagged players must run backwards, but in the same direction of the rest of the players, until they can tag someone else and be "freed". When the leader yells "REVERSE DIRECTIONS", the players all start running in the opposite direction; tagged players are automatically freed. (OO)

Obstacle Circle Using old tires, hoops, round trash containers, large balls, old steering wheels, ... and other circular items to create an obstacle course in a circle. Kids have to "run" the course by joining hands with two other kids to form a circle.

Optical Illusion Hold your hand against the edge of a cardboard or paper tube. Look thru the tube with one eye and at your hand with the other eye. What do you see? Keep looking. Do you see a hole in your hand?

Three Circle Fooler Line three circles (coins, balloons, small balls) in a row. To a small group of kids, SAY: "Can you move the circle from its middle position without touching it?"

> THE TRICK: Move either end circle to the opposite end. The middle circle is now an end circle.

ROUND ABOUT is adapted from "THE OUTRAGEOUS OUTDOOR GAMES BOOK", See p. 15 to order.

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Tools For Cultivating Block Play

PURPOSE:

To increase awareness of value of block and construction activities in school-age care.

To learn effective ways to interest school-agers in construction.

I. INTRODUCTION:

(As participants gather, give one wooden block to each person. Tell them to hold it in their hand for the first part of the session.)

Blocks and preschoolers have become an accepted norm in early childhood education and at home. What about school-agers? What will they gain from using construction materials? Are blocks considered essential materials in school-age programs?

If we watch toddlers and preschoolers play with blocks, we will see small children carrying blocks, stacking them up, making rows and maybe enclosures.

Observing school-agers, we will notice a fundamental difference: building efforts are in progress. Roads, bridges, ships, rockets and buildings of all shapes and sizes, emerge. The school-ager duplicates the world around them.

II. GATHER IDEAS:

Tell participants to take fifteen seconds to think about one or two ideas they have noticed about their wooden block.

After fifteen seconds, have them share their ideas while you write them on a large piece of newsprint posted on the wall. Start them off by sharing first. Ideas will include: TACTILE (rough, smooth, uneven), WEIGHT (light, heavy), GEOMETRY (square, rectangle, triangles), AUDITORY or CREATIVE (noises, some musical, made by striking or scratching it), AESTHETIC (feels good to hold, smell or look at), PROBLEM-SOLVING or CURIOSITY (What is it made from - pine? AND What can be made with it?), SPATIAL (It's twice as long as Sharon's).

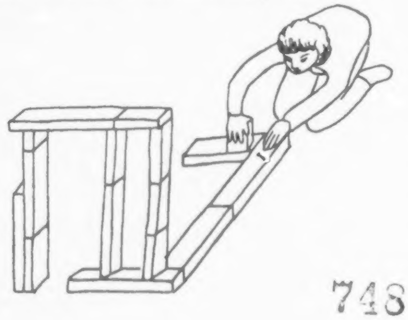
III. GROUP ACTIVITY:

Direct the group to use the construction materials available: wooden blocks of all sizes and shapes, wooden one-inch cubes, wooden boards and scraps, legos, cardboard boxes of different sizes, dominoes, empty 1/2 pint, quart and half-gallon milk containers, masking tape, straws, plastic milk crates on tables, floor, and in boxes.

They have ten minutes to use them by themselves or with someone else. The rules are:
HANDLE THE MATERIALS GENTLY.
STAY CLEAR OF OTHERS WORK SPACE.

At the end of 8 minutes, give a two minute warning; at 10 minutes, say "STOP!".

Although they may feel they are not finished, ask them to think of ways to preserve their projects. Have a poloroid camera AND drawing materials available. Give them three minutes to preserve their work as they desire.



NOTE: Most school-agers want to save their work, including constructions. Since this is not possible in many programs, search for innovative ways to preserve. Photos and drawings are two ways. Another is tell the kids that blocks are used to plan and make models for a finished product. Using the block model, they can build a permanent structure from cardboard boxes, straws or wood scraps. This permanent structure can then be taken home. Encourage miniature-scaled permanent projects that can fit into their home spaces.

IV. DISCUSSION:

- What did they learn from working with the materials? Categorize their comments into MATH, SCIENCE, ART, HISTORY, MAP-MAKING concepts.
- What helped them to be able to use the materials? What else would have helped?
- Were the rules helpful? Are other rules needed?
- What did preserving their projects do for them?
- What are supplementary activities to construction?***

*** Visits to different types of building (some in the process of being built) to observe how they are built and out of what materials; visits to or from construction professional: draftsperson, architect, contractor, engineer, model maker, bricklayer, road builder, interior designer.

NOTE: Remember to be inclusive (female and male, diverse ethnic representation) when talking about or choosing representatives of construction professions.

Focus On The Distractor

Directors of School-Age Programs frequently find themselves leading staff, Board and parent meetings. Even with prior training on how to run meetings, chairpersons encounter snags, in the form of Problem Personalities, which interfere with the effectiveness of meetings.* The DISTRACTOR is one Personality that has challenged all meeting leaders at one time or another.

Sister Julie Irving, an Early Childhood Specialist and Educator Program Manager with the Community Coordinated Council of Santa Clara County, Inc and a trainer on how to run meetings, writes:

> "THE DISTRACTOR's behavior is easily used by each of us. This individual, at times, loses the focus of the meeting and introduces information or questions that are not relevant to the topic before the group, derailing the process and frustrating the participants.
>
> For the most part, this distracting dynamic is unconscious and non-threatening to the group. In rare cases the action may be used consciously to stop group activity by distracting the group from a major issue. A skilled facilitator will invite the group and the individual to become more focused. Sensitivity is required by the facilitator to determine how far to let the distraction process go before the group is called back to order. Often the group is in need of a break from the work at hand."

HOW DOES A LEADER INVITE A GROUP TO BE MORE FOCUSED?

Let's look at a staff meeting in progress.....

The staff have decided to discuss ways to improve the playground. After coming up with several ideas, THE DISTRACTOR mentioned concern over an increase in physical fights. Other staff voiced similar concerns. After two minutes of discussion on fighting, the chairperson said: "This is an extremely important concern that deserves more attention than we can give it today. Let's set a time to continue grappling with what to do about fighting when we have finished talking about playground plans."

MORE RE-FOCUSING PHRASES:

"I know we would like to talk more about this, but let's go back to the subject at hand. What we've said so far is ______. What other ideas are there?

"Let's look at what else we need to do to finish our plans on this.

"I'd love to keep talking about the movie, but we need to continue working on the problem of ______."

RECOGNIZING and VERBALIZING that the group has been sidetracked and APPEALING to the group to return to the present task are the TWO essential actions necessary to re-focus the group when it has been distracted.

HOW DO YOU know how long to allow the group to be distracted, that is, to take a breather, BEFORE calling them back? Knowing the answer to this usually takes experience and the ability to read body language. Here are some guidelines.

^ ^ ^ONE to three minutes is sufficient time for the group to wander. If the group needs more time, consider stopping for an official break OR letting the group know how much longer the original topic will be discussed.

^ ^ ^WATCH body language of group members for signals they are ready to return to the subject: Looking at the chairperson, restless motions, slowdown in the distracting subject....

^ ^ ^PUT out feelers. If the group is ready to return to the subject, they will respond the leader's tentative: "Let's continue...." If it is not, members will continue on with the distraction. After two or three attempts at "Let's continue...", the leader needs to firmly say a re-focusing phrase.

A chairperson can use the above information to better facilitate a meeting but we need to remember that all participants have the responsibility for keeping focused and aware of the need for breaks. The success or failure of a meeting belongs to everyone.

* See November/December '88 of SAN for information on how to effectively deal with two other Problem Personalities: the Non-Participator and the Dominator.

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What To Do When Everything Is Out-Of-Control

Ronald's father, weaving side to side, enters the school-age room. His speech is slurred, his eyes are red, and his breath exudes a strong odor of alcohol on his breath. He yells to Ronald to get ready; it's time to go home.

WHAT TO DO:

* Engage the parent in conversation or an activity. Talk about what Ronald has been doing and how he is. Stick to the positive. Offer him a chair in which to sit.

* Find out if the parent is driving. A director made a big fuss one time until a caregiver quietly said that the parent only had two blocks to go and was walking.

* Have someone else call one of the designated alternate pick-up persons or in-case-of-emergency contacts to come pick-up Ronald and his dad.

Be firm about this and to protect the child. Write a provision for this in your policies.

* Offer to drive the parent yourself or call a cab (and pay if needed). DO NOT let a child leave in a car with a parent who has been drinking and driving. NOTE: Your ultimate responsibility is to the child.

* Follow-up with a referral to counseling.

RECOMMENDED RESOURCES

Organizations

ALCOHOLICS ANONYMOUS
National Headquarters
Box 459
Grand Central Station
New York, NY 10163
212-686-1100

AL ANON
(For children & family members of alcoholics)
Family Group Hdq, Inc
Box 862 Midtown Station
New York, NY 10018

CHILDREN OF ALCOHOLICS
200 Park Avenue, 31st Fl
New York, NY 10166
212-949-1404

NATIONAL ASSOCIATION FOR CHILDREN OF ALCOHOLICS
31706 Coast Highway
Suite 201
South Laguna, CA 92677
714-499-3889

Publications

For list of publications on children of alcoholics write to:
Thomas W Perrin, Inc
5 Glen Rd PO Box 190
Rutherford, NJ 07070
201-460-7912

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U. S. citizenship is required. Initial assignment is for three years.

The U. S. Government offers:

- starting salaries of $18,726, $22,907 or $27,716 (depending on early childhood related experience or graduate education)
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APO NY 09403-0101

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PUT IT IN WRITING: HELPING PARENTS AND STAFF Part II

DEVELOPMENTAL REPORTS

This formalized avenue of communication, in addition to the INCIDENT REPORT that was described in SAN NOV/DEC '88, is completed for every child in the EDINA KIDS CLUB at least once a year. The original is given to parents, and the carbonless copy is kept in the child's file. (On these reports we have an additional carbonless copy page in cases where divorced parents would both like a copy.)

The developmental report is given out at scheduled conferences in the case of kindergarteners, and sent home to parents of older children with a cover letter inviting them to request a personal conference with the staff any time they'd like one. (We don't have a routine "conference time" for older children simply because they and their parents have so many demands on their time with expanded involvement in school and other activities.

The developmental report has three sections:

I. MORAL REASONING
II. SOCIAL & EMOTIONAL DEVELOPMENT
III. A PROFILE OF PERSONAL INTERESTS

Each section begins with a PREFACE. The preface on moral reasoning explains the importance of moral development in middle childhood and describes in very general terms the stages of that development; the preface to social and emotional development stresses the importance of the skills children develop through peer interactions; and the profile on activity interests gives a brief explanation of how different types of play stimulate healthy development in middle childhood.

A CHECKLIST of specific observable behaviors follows the preface and staff indicate whether the behavior is one that they observe frequently, sometimes, or seldom for that child. For example, some of the specific behaviors listed include:

FOR MORAL REASONING:

____ * can learn and follow rules for a game.

____ * is able to establish ground rules with peers.

FOR SOCIAL & EMOTIONAL:

____ * invites other children to join in an activity.

____ * cannot accept loosing a game (i.e. gets angry).

____ * teases other children.

____ * encourages other children.

____ * adapts easily to a change of plans.

At the end of each section is a space for COMMENTS and staff are required to write something personal here for every child. There is also a place to list each child's best friends at Kids Club.

The design of the report has the effect of reinforcing for parents our program's goals, and the rationale for the design of our curriculum, as well as giving them specific feedback about their own children.

Because the completion of these reports is time consuming for staff (they average between 15 and 20 minutes for each one), we plan on additional prep time (paid, of course!) for staff to complete the reports. I believe the payoff has been well worth the investment of time and money because:

STAFF have found completing the reports difficult but helpful because the process insured that they spent time reflecting on every child in their groups. If they had difficulty accurately completing the checklist on a particular child they were alerted to the need to observe that child more closely!

PARENTS have been extremely pleased and enthusiastic about the reports. I heard many comments like:

"It was really reassuring to see how well the staff know my child." or "I was so impressed by the professional way the report was written." or "Thank you for the wonderful report — it really focused on the things I believe are important. I want to know how my daughter treats other people."

As DIRECTOR, I appreciated having the reports so that we have a documented record for each child. The reports also gave me new insights into group dynamics, individual children, and the observation skills of the staff.

<>< By Linda G. Sisson, Director, Edina Kids Club; SACC Program in Edina Public Schools, Edina, MN.

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One, Two, Three, Go!

You have been trying to schedule some time to meet with your boss for two weeks . Just when you think this won't happen s/he says s/he can give you ten minutes tomorrow. You know you could talk for an hour to give all of the information you thinks s/he needs. What do you do?

CONDENSE your briefing to five minutes. Most briefings should be completed in five minutes: Tell the listener what you will talk about; TALK about it; then SUMMARIZE.

FOR EXAMPLE: If the topic is space for program parent meetings, a briefing might go like this:

1 We have been using space in the preschool for parent meetings. Due to growing attendance at parent meetings this space is too small.

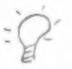
2 According to our current enrollment and the percentage of parents expected to attend meetings, we will need space for about 60 people.

3 I have identified three possible new meeting sites which will meet our current needs and which will accommodate up to thirty more parents as the program continues to expand next year. These sites are 1.______, 2._______, and 3.______.

Go! What I need from you is: permission, approval, coordination at your level, instructions or guidelines on how to proceed, a go-ahead, to use one of these spaces.

PREPARE AND PRESENT ONE, TWO, THREE BRIEFINGS BY:

ONE - Preparation. Be the subject matter expert, not only on the contents of the briefing but on all aspects of the school-age program. If you are new to the program, do your homework and trace its evolution from the planning stage to the present. Make a list of all the questions which are likely to be asked beyond the information you plan to present and practice your responses to these questions. To involve your audience, prepare fact sheets. For One-on-one briefings, consider using table-top flip charts. For group briefings, make sure your flip chart can be seen across the room. Try using ideographs to liven up print. Examples of ideographs are: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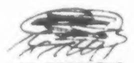
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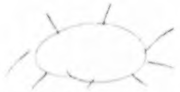
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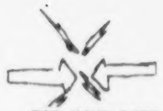
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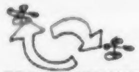
FOR RELATIONSHIPS

TWO - Presentation. Practice, practice and practice some more. Instead of reading from a canned "script", use your own words. Rehearse your briefing in front of a mirror and a colleague. Decide what body language and gestures make your delivery more dynamic. Practice making frequent eye contact and scanning an entire room with your eyes. Many speakers have a tendency just to look at one side of the audience and ignore the other. Dress professionally and comfortably.

THREE - One, Two, Three, Go! Finish the formal part of the briefing in five minutes or less. Then, it's the "briefee's" turn to ask questions, hopefully all of those questions you anticipated and have carefully rehearsed to answer. Keep your answers brief. If the person needs more information s/he will ask for it. If you don't know the answer to a question, admit it and say you will find out the answer and forward the information as quickly as possible. Set a time and date to back in touch.

Good luck. Next time will be easier.

<><> Article & drawings by Betsy Shelsby, School-age/Latchkey Prog. Specialist, Dep't of Army, Child Development Services in Reston, VA.

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SACCA Success at NAEYC

Over 270 school-age care professionals joined together to question, search for answers, share successes and failures, build networks and enjoy being with roomfuls of people who understood the meaning of school-age care. This all happened at the FIRST National School-Age Child Care Alliance Conference in Anaheim, CA on November 9th, one day before the 1988 NAEYC Conference.

Maria Whelan, keynote speaker, invited participants to remember what they were like when they were age 6 years, 8, 10, 12. "What you were like then", Whelan went on to say, "is what schoolagers are like today. Although the external environment has changed radically, kids are the same. They are active, constantly in motion; They are social, seeking interactions with each other and significant adults." Whelan challenged the audience to - create programs where and be adults with whom - school-age kids know they matter.

In the Administration Track, Roberta Newman (Reston, Virginia) outlined the four A's for working with parents: Acceptance, Assess strengths and needs, Accomodate, and form an Alliance. She emphasized the importance of training staff on effective communication with parents. Director of the Edina Kids Club in Minnesota, Linda Sisson recommended that staff need to assume parents want quality care and to be involved. She begins Parent Orientation from the moment a parent INQUIRES about her program.

Listen to the ideas of the Older Kids, stressed Juanita Curry (Charlotte, North Carolina) in the Advanced Practitioner Track. If kids mention an idea more than once, this probably means they have a real interest in the idea. Involve kids in all facets of programming: from generating ideas, to contacting resource people, to researching the topic, to planning and implementing.

Looking for creative places to advertise for new staff? Patty Macie (Washington, DC area) suggested these:

- >> Specialty newsletters: Art, Retired Professionals, PTA's
- >> Part-time nursery schools
- >> Veteran chapters
- >> Direct flyer distribution to school faculty.

Throughout the SACCA and NAEYC conferences, interest continued to center on programming for older children, training staff and shared space. Much talked topics were:

★ Does TIME OUT have any positive value in SA Programs?

★ Will having the kids call caregivers by their last names promote respect?

★ How can we can allow older kids the freedom to explore their community, without direct supervision, AND still avoid liability risks.

The Alliance also held an interest group/organizational meeting with an estimated 150 SAC professionals and advocates in attendance. As participants shared what's happening in their state, it became evident that SAC organizations are flourishing. Washington, Massachusetts, California, Ohio, Minnesota, Tennessee, Missouri, Kentucky, Oregon, New Jersey, Florida and Pennsylvania all have are planning school-age alliances, consortiums, and associations !!!

SACCA committees were formed; next year's Alliance Conference date was set: November 1, 1989 at NAEYC in Atlanta. MARK YOUR CALENDARS.

ORDER FORM

ACTIVITIES, ACTIVITIES, ACTIVITIES

___ Eat, Think, and be Healthy	$8.95
___ Once Upon A Recipe	9.95
___ Outrageous Outdoor Games Book	12.95
___ Incredible Indoor Games Book	12.95
___ I Can Make a Rainbow	14.95
___ Super Snacks	4.95
___ Self-Esteem: A Classroom Affair Vol. 1	9.95
___ Self-Esteem: A Classroom Affair Vol. 2	9.95
___ Cooperative Sports & Games Book	10.95
___ Native American Crafts	8.95
___ A Kid's Guide to First-Aid: What Would You Do If . . . ?	5.95

CHILD GUIDANCE & RELATED ACTIVITIES

___ Creative Conflict Resolution	11.95
___ Misbehaving	12.95
___ Skillstreaming	13.95
___ The Other Side of the Report Card: A How-To-Do-It Program for Affective Education	12.95
___ Other Ways, Other Means: Altered Awareness Activities for Receptive Learning	12.95
___ Please Don't Sit on the Kids: Alternatives to Punitive Discipline	10.95

PROFESSIONAL RESOURCES

___ HALF A CHILDHOOD: Time for School-Age Child Care	12.95
___ Day Care Management Guide	29.95
___ Activities for School-Age Child Care An NAEYC Publication	4.95
___ WHAT'S YOUR NEXT MOVE? (A board game for staff training)	34.95

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___ 1 year (six issues)	$14.95
___ 2 years (twelve issues)	25.95

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RESOURCES

Looks at Books

SCHOOL AGE CHILDREN WITH SPECIAL NEEDS: WHAT DO THEY DO WHEN SCHOOL IS OUT?, by Dale Fink of the Wellesley School Age Project, examines the *availability of school-age care for kids with special needs. It looks at how the new and existing school-age programs are facing the challenge of incorporating these kids in their programs. Described are school-age programs that have successfully integrated children with special needs with their school-age peers. Funding, Staffing, Administration and Training approaches are also covered. FROM:

Exceptional Parent Press
P O Box 657
Kenmore Station
Boston, MA 02215

BLOCKS, A CREATIVE CURRICULUM FOR EARLY CHILDHOOD gives specific and comprehensive information about CHARACTERISTICS, ROOM ARRANGEMENT and DISPLAYING of blocks, the CAREGIVER'S ROLE in block play and LEARNING OPPORTUNITIES through blocks. Excellent drawings and easy-to read format. 105 pgs.

TRAINERS GUIDE TO BLOCKS complements A CREATIVE CURRICULUM FOR EARLY CHILDHOOD. It contains hundreds of training activities to help staff foster block play. 43 pgs

From: Gryphon House
P O Box 217
Mount Rainer, MD 20822

Upcoming Conferences

THE THIRD ANNUAL SCHOOL-AGE SYMPOSIUM
March 9 - 10, 1989
Plaza Inn
Orlando, FL

CONTACT: Jan Ockunzzi
FSACCC-Latchkey Services
1715 East Bay Dr Ste. H
Largo, FL 34641
813-449-1848

CALIFORNIA SCHOOL-AGE CONSORTIUM CONFERENCE
February 24 - 25, 1989
Chabot College
Hayward, CA

CONTACT: Andy Scott
CSAC, 3221 20th ST
San Francisco, CA 94110
415-826-1669

THIRD ANNUAL MINNESOTA SCHOOL-AGE CHILD CARE CONFERENCE
January 21, 1989
Eisenhower Community Ctr
Hopkins, MN
CONTACT: Diane Friebe at 612-296-1436 or Laura Pederson at 612-933-9174.

ACT NOW! SEND IN YOUR 1989 NAEYC CONFERENCE PROPOSAL TODAY. Aspiring workshop presenters for the NAEYC 1989 Annual Conference (November 3 - 6 in Atlanta, Georgia) need to send in their proposals postmarked no later than January 27, 1989. Suggested workshop topics: Staff Training, Older Children, Humor as a Discipline Tool, Shared Space, New Ideas for Themes and Curriculum, Advanced Planning Strategies, Choosing Supplies and Equipment That Lasts.

BE SURE to include the phrase, SCHOOL-AGE, in your workshop title.

PROPOSAL CRITERIA: See Nov/Dec '88 YOUNG CHILDREN or contact: NAEYC 1989 Conference, 1834 Connecticut Ave NW, Wash. DC 20009 1-800-424-2460

MARCH
APRIL
1989
VOL IX #4

School Age NOTES

The Newsletter for School-Age Care Professionals

© 1989 School Age Notes — A National Resource Organization on School-Age Care — Pioneering the Field Since 1980

Photo by Rich Scofield. Faith Lutheran ASP - Lexington, KY

Even the outside play area is fertile ground for a future symphony violinist.

Photo by Rich Scofield. Crowders ASCC - Irvine, CA

On the job training.

SAC today: Women's history tomorrow

CELEBRATE WOMEN'S HISTORY MONTH in March.
CONTACT: Women's History Project
PO box 3716
Santa Rosa, CA
95402.
707-526-5974

Photo by Rich Scofield. Crowders ASCC - Irvine, CA

Future weight lifter?? OR Could it be a potential architectural engineer??

Photo by George Walker. Bethlehem Center ASP - Nashville, TN

Tetherball adds to this girl's repertoire of skills.

INSIDE

A Woman's Perspective on Roughhousing
Making Your Program a Great Workplace
Let's Go Flying!
Keep Your Games "Flowing"
The Puzzle of Older Kids

EDITORIAL

A woman's perspective on roughhousing

When I first heard about Rick Porter and his ideas that roughhousing was important to include in SA Programs, I thought, maybe the boys do need a little male, macho, tough, rough experience. But, I still really believed it was more important to teach gentle - use words, not fists - interactions. My goal was to promote kids getting along with each other, non-violently.

Slowly, I became more open to the merits of roughhousing. I watched Porter in roughhousing action. I talked with professionals who had participated in Rick's roughhousing training and to those who had tried roughhousing in their programs. I read more about the research and benefits of roughhousing.

I began to realize that roughhousing as an integral part of SAC would benefit not only the boys and girls, but also the adult women who make up the majority of child care. HOW ?

In THE DANCE OF ANGER, the author, Dr. Janet Learner, asserts women have been socialized to be "nice" even when provoked to anger. Although, we stay quiet, verbal and gentle, many of us have not learned to assert ourselves with strength.

Playfighting (Rough & Tumble play or Roughhousing) helps us to be both gentle and strong; caring and assertive; tough and light-hearted. Rough & Tumble (R & T) players learn to go forward just so far, then back down, reach forward, bite without teeth, claw without nails. They chase, then switch and become the chased - all with a lightness that reveals this is just for fun. Watch kids roughhousing; they are "laughing, running, smiling, jumping, open-hand beating wrestling ... chasing, fleeing" We can learn to give and to take, which is a first step in negotiation and conflict resolution.

Photo by Rich Scofield. 1988 National SACCA Conference

Rick Porter and roughhousing workshop participant practice the fun of give-and-take with "pushers".

Pelligrini and Perlmuller* studied "rough and tumble" play and aggressive play in kindergarteners, second and fourth graders. From their observations, they concluded that:

> Alternating the victim (chased) and persecutor (chaser) roles may lead to the ability to understand the other person's view point,

> R&T play leads, not to aggression and chaos, but into games with rules, which is a pro-social form of play,

> R&T players were liked by their peers, and

> R&T players were social problem solvers.

If I (and many women like me) are going to, not only allow, but encourage roughhousing, we are going to need the type of training Rick Porter offers. We need the experiences of throwing fun balls at each other, sparring with soft boppers in order to learn to trust our muscles, to test our strength and still be gentle, to be rough and still have fun. We need to know how to push without going too far and how to vent, in a fun way, the pent up frustration, anger, hurt, that is part and parcel of living. In addition, we need to feel both SAFE and DARING as we encourage school-agers to do likewise.

<><> By Bonnie Johnson, SAN editor

* See p. 11 for references and ROUGHHOUSING GUIDELINES.

SUBSCRIPTIONS: $14.95 for 1 year (six issues)
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Office: 2934 Vaulx Ln, Nashville, TN 37204
Editor/Publisher: Richard T. Scofield
Editorial Manager: Bonnie S. Johnson
Artist: Annette Shaw
Published Bimonthly in Nashville, Tennessee

Gifts galore to make and give

School-age children and youth develop a sense of pride and achievement when they make things. This need to feel competent and creative can be directed into making all sorts of gift baskets filled with hand-made items. These baskets can be for Mother's and Father's days, for Grandmother and Grandfathers, for birthdays, Christmas or Hanukkah, Secretary's day, and for younger siblings. Gift baskets can also be used for community outreach projects.

TRY THESE IDEAS FOR GIFT BASKET CONTENTS:

* Small (purse-size) handmade calendars
* Small sewing kits
* Scarves (from fabric remnants)

* Hand knitted mufflers and mittens
* Tie-dyed tee shirts
* Hand sewn aprons
* Woven place mats

* Batiked place mats
* Cloth napkins
* Macrame string bags
* Handmade ties
* Handmade belts and wallets
* Handmade jewelry
* Dried flower arrangements

* Framed art work
* Soap or wood carvings
* Wooden key racks
* Bird houses or feeders
* Stained glass art
* Calligraphy certificates for "parent/grandparent/aunt/uncle/brother/sister/godparent of the year" awards
* Miniature terrariums
* Sand sculptures
* Ceramic bowls, vases
* Footed ceramic hot plate tiles
* Candles

* Plants children/youth have grown from seeds

* Miniature basketball game (hoop made from coat hanger with loop to fasten on wall, macrame net, small nerf ball)
* Cassettes

with recordings of poems, songs, stories created and recorded by children
* Calligraphy coupons or gift certificates for breakfast in bed, back rubs, manicures
* Framed photograph collages of children

* Small handmade wooden boxes
* Cutting boards
* Sample-sized toilet articles
* "Prop box" gift baskets for younger siblings

PROP BOX EXAMPLE

MacDONALDS PROP BOX: Foam burgers and buns shaped and dyed to resemble the "real thing," fake french fries made from styrofoam, happy meal boxes, salad boxes, paper cups, straws, fake McNuggets, MacDonalds smocks and hats.

<><> By Betsy Shelsby, School-age/Latchkey Program Specialist, Dept of Army, Child Dev. Services, in Reston, VA.

AN OPPORTUNITY OF A LIFETIME

The best way to experience the sights, cultures, the arts and history of Europe is to work and live there. If interested, please read on.

U. S. Army in Europe civilian CHILD DEVELOPMENT SERVICES COORDINATORS develop, implement and supervise programs designed to promote children's physical, social, emotional and cognitive growth from infancy to school age. EDUCATION SPECIALISTS influence and initiate curriculum design through instruction and preparation of lesson plans designed to promote children's educational growth.

Child Development Services positions require at least a bachelor's or higher degree with major in education or a field appropriate to child development. Education Specialist positions require at least a bachelor's degree which included 18 semester hours in education.

U. S. citizenship is required. Initial assignment is for three years.

The U. S. Government offers:

- starting salaries of $18,726, $22,907 or $27,716 (depending on early childhood related experience or graduate education)
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For more information and application forms, please write us at:

Civilian Recruitment Center
ATTN: AEAGA-CRC (SA)
APO NY 09403-0101

THE UNITED STATES ARMY IS AN EQUAL OPPORTUNITY EMPLOYER

Let's go flying!

Flying has tremendous potential as an activity theme. Pilots must know, not only how to control the aircraft, but must also learn about weather, aerodynamics, map reading, talking on the radio, the mechanics of the plane, and how to deal with emergencies. Other enticing offshoots are: space exploration, pilot and astronaut pioneers, the history of flight, and careers. Delve into the seemingly endless work world of listening to and interpreting different types of weather broadcasts [television forecast, NOAA (National Oceanic and Atmospheric Administration) boating radio forecast, and pilot weather radio forecast]. Another tangent to look into is animals that fly.

SIMPLY SOARING

Start this exploration with making and flying paper airplanes. See the list below for books that contain clear explanations for the novice on aerodynamic principles.

Children can experiment with which airplane flies furthest, which can do tricks the best, and how well they fly on windy and calm days. They can vary wing configuration as well as compare how neatly each plane was folded. From jungle gyms and play lofts, they can fly their planes from different heights to see which flies best, and the effect wind has on flight. Planes can also be decorated for a more "This plane belongs to me." look.

ON THE BREEZE WITH BALSA

Move to balsa airplanes as the next fun medium for experimentation. Sometimes these can be obtained free at an airshow, or from the company donating them to airshows for advertisement. Balsa tends to break easily, so children's planes may not remain intact for long. Nevertheless, damaged planes can be tested for flight to see which parts are essential, and which affect direction and distance.

RISING HIGHER

Try kites as a third flying experience. Have enough string for the wind conditions and the particular kite you are using. A six foot delta kite is good for beginners. Open areas away from power lines and buildings are best.

Arrange for an advanced look at the ins-and-outs of an airport. Many kids have had at least one tour through an airplane by the time they are schoolagers. So, plan from a different angle. The control tower is a good place to start and can end up being the highlight of an airport visit. They can see firsthand what working as an air traffic controller involves.

In a behind-the-scenes tour, children can get a close-up view of a hanger, fueling stations, single engine planes and corporate jets, taxiway lines and lights, VASI lights (used for landing), a VOR station (a radio navigation aid), a helicopter landing area and the airport weather station.

PROPELLING PROPS

Back at the program space, explore flying through dramatic play and reading. Stride Rite had a display with small inflatable space shuttles which local stores might donate. Ask airlines for children's pilot wings, reserved seat signs, and air sickness bags. Purchase posters of airplane cockpits through Sporty's Pilot Shop.*

With exposure to the flying work world and a few props, children will become "pilots" or "air traffic controllers" and use appropriate communication terms. Make available the several related children's books including ones which focus on pioneers of flight, particularly FIRST WOMEN OF THE SKIES.

<><> by Laura Mason Zeisler, Rhode Island College After School Enrichment Program

RESOURCES

MORE BEST PAPER AIRCRAFT; THE PINNACLE OF PAPER AIRMANSHIP by C. Morris. (New York; The Putnam Publishing Group, 1988)

THE COMPLETE PAPER AIRPLANE BOOK; HOW TO MAKE, DECORATE, AND FLY PAPER AIRPLANES by Michael Shulan (Mahwah, NJ; Watermill Press, 1979). This book has a section on how to help a plane which will not fly straight.

THE PAPER AIRPLANE BOOK by S. Simon (New York; Puffin Books, 1988)

FIRST WOMEN AND THE SKIES by K. A. Crowley Cleveland, OH; Modern Curriculum Press, 1981.

* SPORTY'S PILOT SHOP catalogue, Clermont Airport, Batavia, OH 45103, 1-800-543-8633

Screaming at kids

Okay. You probably won't admit to a soul, but yes, you have screamed at the kids at least once. Okay. Maybe more than once. More often than most of us can even admit to ourselves. Like it or not, school-age care professionals are screaming at kids. School-agers tend to bring out the screaming behavior in adults much more than preschoolers. Even well-balanced, well-educated and well-seasoned leaders find themselves using that loud, high-pitched, angry tone. Why? What does screaming do for the adults? For school-agers? Should we stop? Is it good? Is it bad?

Most adults would immediately answer: Adults should not scream at kids!

Okay. If we accept the premise that screaming is bad, why do we do it? Why do school-agers elicit this behavior ?

We scream in order to be heard. The high and intense level of noise in school-age programs makes us feel like we must be louder and more intense just to be heard above the apparent racket.

We scream to convey a message of "I am serious. I mean business." The gentler, kinder tones fail and the loud, shrieking at least gets their attention.

We scream to release frustration. School-agers, as a group, are more challenging and more independent than preschoolers. They are better able to push our screaming buttons.

We scream because we are not getting our own way or are feeling powerless. It is, in essence, a cry of help.

We scream out of habit. Screaming at kids is too often a learned pattern from childhood.

LEARN NEW PATTERNS

[] Redirect from - screaming at kids to - screaming to release tension. Create an area (corner of room, bathroom) where screaming is allowed.

[] Designate a screaming time (one minute). "We'll all scream as loud as we can. Then we'll have no talking for two minutes."

[] Eliminate all negative epithets. Labels such as "You lazy-good-for-nothing." or "How can you be so stupid?" or even "Why do I have to tell you the same thing over and over" do much damage to the self-worth and self-image of all involved. Negative labels do not improve relationships or motivate anyone towards positive action.

[] Institute more positive and effective methods to gain attention and motivate desired behaviors. Jim Therrell recommends using attention-getters (throwing a handkerchief in the air, shaking a noise-making toy, squeezing a bike horn) which are different and have an element of surprise.

Whispering (exaggerated voice volume and tone but in the opposite direction of screaming) can also be effective. Kids will get curious and listen harder to hear what you are saying. Nancy Samalin in her NAEYC workshop, "Mad is not Bad", recommends using different words ("I am livid, aghast, acrimonious, provoked") to express anger without inflicting damage.

[] Redesign environment to decrease general noise level by:

* Adding soft spots (cushions, cloth dividers or wall decorations) to absorb sounds.
* Arranging furniture to divide wide-open spaces into small, cozy areas.

[] Reward yourself when you successfully RECOGNIZE that you are screaming, when you STOP in mid-scream, and when you CHANGE old screaming habits into more beneficial action.

Keep your games "flowing"

"HOW DO I KEEP THE KIDS FROM GETTING BORED?!"

"I'M AFRAID THAT SOME GAMES WILL MAKE THE KIDS TOO HYPER!"

The above quotes are typical of the frustration and fears experienced by adults working with kids. One of the most difficult tasks for "kid leaders" is to facilitate a successful game or activity, especially one in which the challenge level is developmentally appropriate.

To be successful:
ADAPT THE CHALLENGE LEVEL - HIGHER OR LOWER - This leads to optimal enjoyment for everyone!

ADAPTING activities can be divided into five main CATEGORIES: Boundaries and formations; Rules; Methods of locomotion or techniques; Fantasies; and the Number of "IT's."

Using these five categories, the challenge level can be adapted so that the kids are neither bored (under-challenged) nor over-anxious (over-challenged). In fact, this level of interaction, between boredom and anxiety, is called "flow."

How can more "flow" be incorporated into our daily adult-led games?

To demonstrate the concept of adapting the challenge level, let's look at the game FREEZE TAG and how it can be changed.

BOUNDARIES ON THE MOVE

Start with twenty 8- to 9-year olds in a game of Freeze Tag. The objective is to freeze everyone. Set the boundaries at a thirty foot circle or square. Make the rules: One person is "IT" who tags gently on the back or arms. If tagged, you are frozen. If you go outside the boundaries, you come back in, frozen.

After the game is played once or twice, the kids (and you!) will have become bored because it's too easy for the tagger to be successful! Plus, there's little fantasy or creativity to help foster any degree of mental or emotional involvement.

UPPING THE "IT" ANTE AND ADDING A SPIN OF FANTASY

EXPAND the boundaries by about ten feet to raise the challenge level for the "IT."

ADD the fantasy of a Samurai Warrior (the "IT") and call the game Samurai Tag. You are now transported by time machine to feudal Japan!

CHANGE THE RULES. Once frozen you can be unfrozen by a free peasant who crawls through legs. This really ups the challenge level for the "IT!"

INCREASE THE "ITS" by one or two in order to readjust the challenge level back down to the "flow" level.

MODIFY THE RULES. Instead of crawling through legs to unfreeze, another technique would be to have two free peasants, one in front and one in back of the frozen peasant, give each other a "high five". Because a higher degree of cooperation is needed among the peasants, this raises the challenge level for them, and lowers it for the Samurai Warrior(s). So, reduce the number of Warriors!

THE CHALLENGE LEVEL can be raised or lowered in an infinite number of ways by utilizing the five main categories of adaptations. The age of the kids and their commensurate developmental abilities will determine whether you need to raise or lower the challenge level.

Both you and the kids will derive much greater enjoyment when you are actively engaged in , adapting the challenge level and moving into the FLOW!

<><> By Jim Therrell, M.S., a regular SAN columnist. Jim teaches at San Francisco State University and is available for key-notes and interactive leadership workshops nationwide. For schedule & free initial consultation, contact: PLAY TODAY! PO Box 1891 Pacifica, CA 94044. 415-359-7331.

P.O. Box 120674 • Nashville, TN 37212

One piece of the "older kids" puzzle

"Where do I begin?" "How do I work with these older school-agers?" "Older kids don't like the same activities I plan for the younger children. What can I do?" "Why do I seem to have discipline problems with this age group?" These questions are asked again and again by adults providing care for nine to twelve year olds.

The first step in unraveling the complex issue of older school-age programming and finding answers for these questions is to look at their developmental needs. Three needs distinctive of this age grouping are:

** Understands their ever-expanding world by talking about their daily experiences, their doubts and questions, with a trusted adult;

** Explores interests of their own, without direct adult supervision;

** Discovers their own self within the context of strong peer grouping.

What can address these needs in the context of school-age care programming? The formation of clubs has, in our experience, proven to be the ideal answer.

HOW?

The types of clubs that can be developed are innumerable. The common element among all of them are that the children feel a sense of ownership. Draw from the children their special interests and favorite activities and use that information in helping them develop their clubs.

SELF-EXPRESSION

Clubs that would encourage self-expression and exploration of individual feelings are:

- DRAMA CLUB -
Role play difficult situations that children face, such as bullies and fighting with their friends and parents.

- PUPPETRY -
Create puppets and accompanying scenarios.

- LIP SYNC & AIR BAND -
Offer opportunities to pretend to be someone famous.

SPECIAL INTERESTS

Children have many special interests and a way to tap in on these is to form a club and let them determine to what degree they want to expand upon it. Some of these include:

COOKING; SPORTS-RELATED (basketball, ping-pong, foosball, soccer, hockey) FOREIGN LANGUAGE; CREATE A NEW GAME; LEGO; or MATCHBOX CARS.

SELF-EXPLORATION

Certain activities or clubs lend themselves to self-exploration while in the context of a peer group. This is a time in which school-agers like to test themselves and develop a sense of mastery of new skills.

Some of these might be:

- Organizing special events for the program

- Putting together tournaments from start to finish

- Fund-raising projects such as a carnival or a car wash.

As you develop these clubs, keep in mind their developmental needs and be respectful of their sense of ownership.

<>< > By Tracey Ballas Baldwin, Director/ Coordinator, Zanesville City Schools Latchkey Program, Columbus, OH and Flo Reinmuth, Director of Extended Day Program, Groveport Madison, OH.

WHEEL THINGS

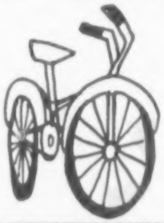
Invent Round & Round Challenge kids to use their imaginations and creativity to invent. Make available different sizes of small wheels or wheel-like (buttons) materials, connecting devices (glue, thread, pipe cleaners, thin wire, plastic straws, toothpicks), and building matter (cardboard, thin wood, clay,) and energy units (batteries).

Encourage kids to sketch designs of their invention BEFORE they make it. Kids can send their designs to the INVENT AMERICA! Contest that occurs every May. See ALL THE BEST CONTESTS FOR KIDS for more details.*

Comeback Can This is an example of a potential energy unit and a magic trick! All that is needed is a large tin can with a snap-on cover and small weights. Fishing weights or three keys will work well. Tape weights to a spot that is on the inside mid-point of the can. Snap on the lid. Gently roll the can away. When the weights are on the top, the can will automatically roll back to the sender. Magic! Adapted from GEE, WIZ!*

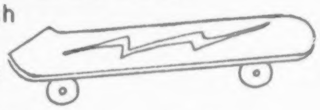
Planting in the Round Fill the center of an old tire with planting soil. Plant seedlings or seeds to grow herbs, flowers, or vegetables. Adds beauty to a playground area.

Wheels on Wheels Make pinwheels. Attach to vehicles, such as bicycles, the van, cars, skates, so that the pin wheel spins when the vehicle moves. See OUTRAGEOUS OUTDOOR GAMES* for pin wheel directions.



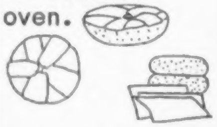
Family Cycle Cut a large circle out of poster board. Draw lines to make the spokes of a wheel. Inside each section, put a photo or drawing of each family member, a lock of their hair, and any other personal information. This could be their favorite expression, their place and date of birth, pictures of their interests (skateboard, book, baseball, dog), and ....

Make-your-own Skate Board Cut one-inch wide craft sticks into three-inch lengths. Glue three lengths together to make a thick, strong board. Let dry. Smooth the edges with sandpaper. Decorate with magic markers or paint. Attach a set of miniature car wheels to each end. Ride the skateboard with your index finger. Make small-scaled ramps. Ask a teen-age skateboarder to help with this project.



Traveling Art Draw, paint or sculpture different vehicles. Use real buttons, acorn tops, bottle caps, or faucet washers as the wheels.

Bagel Spokes Slit bagels in half. Create the "spokes" of this "wheel" with thin strips of cheese. Broil in toaster oven.

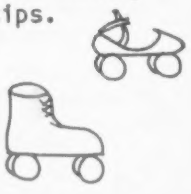


Hot Top Skating GATHER as many roller skates as possible. Ask kids to bring their own, board members to look in their attics; purchase from salvage stores, request donations from toy stores.

MARK off skating rink on a hot top surface.

Skate away.

NOTE: Safety requires elbow and knee pads and helmets. See Sept/Oct '86 SAN for more safety tips.



SPICEY IDEAS

Sniff & Scratch

Display almost empty spice containers. Cover the label. How many spices can kids identify from smell alone? Make label cards for kids to match up with correct containers.

Spicegorize

Using the same spice jars, group the spices into general categories: sweet, sour, hot, sharp, mild....

Spiked Hot Potato

One player is blindfolded; the other players sit in a circle. Tell the players that you are going to pass around a "spicey, very hot potato" that they will barely be able to touch. Pass it quickly so it won't "burn".

The job of the blind-folded player is to randomly call out "SPICEY HOT POTATO". Whoever holds the "hot potato", gets "burned". Once burned, a player can only use one hand to catch and pass the "potato". When someone gets two "burned" hands, they become the blind-folded player. The old blind-folded player joins the circle and the game continues....

Pepper Painting

Mix spices (cinnamon, turmeric, black and red pepper, allspice, nutmeg, dry mustard) with sand or salt. This will add color. "Draw" a picture with glue. Sprinkle the spiced mixture onto the glue. Let dry. Shake off excess mixture. Display picture as desired.

Spice Chart

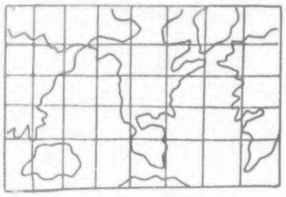
Create a three-dimensional spice chart. Use colored sand and real or hand drawn leaves. Label with name of spice and foods to which it can be added.

Spice????

Scramble eggs. Add a different spice to each batch. Taste some of each. Combine batches to create new tastes. Try cinnamon. DELICIOUS!

Spice Search

Hang large world map on a wall. Mark countries where different spices come from or where one spice is used the most in cooking.



Spice of Life

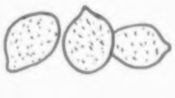
Make a seven-page book. Decorate and print "SPICE OF LIFE" on the cover. Every day for one week, write the "spicey" events that made each day special in the book. This could be good weather, a smile, a toy, a good laugh, a visit with a friend or an unusual event. Use one page for each day.

Pungent Produce

Add potting soil to a plastic cup. Plant spice or herb seeds or seedlings. Water and watch them grow. Later, use in cooking recipe.

Tasty Tea

Make cinnamon lemonade: Boil 1 1/2 Tablespoons of honey in each cup of water for TWO minutes. Add one cinnamon herb tea bag and 1 1/2 Tablespoons fresh lemon juice. Drink hot or pour over crushed ice. From ONCE UPON A RECIPE*



Scent to Send

Fill ziplock plastic bags with assorted spices: cinnamon sticks, nutmeg, cloves, and allspice. Include a 2" x 3" card with instructions to boil the spices in water. This will add a delicious aroma to the house. Add decorative touches to card and bag.

Ground
ALLSPICE
ALLSPICE

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* See p. 15 (or SAN catalog) to order these books.

New planning model for the older crowd

Cathy is an 11 year old capable, competent, fifth grader whose life is filled with numerous activities. She's a good student in an excellent school, attends a well-run after school program, spends Saturday mornings at Girl Scout meetings and plays basketball on a YMCA league team. She plans and attends "overnights" with one or more of her six favorite friends, attends church school on Sunday mornings, and spends time with her family who loves her. All of these activities are taught, organized, or led by talented, dedicated adults who "care" about youth. This child has a terrific life!

Yes, BUT ...

How many real opportunities does she have - with all her activities and schooling - to set goals, make plans to meet goals, and experience a sense of pride and self-esteem at reaching a goal?

In a new book, **THE NEW YOUTH CHALLENGE, A Model for Working with Older Children in School-Age Child Care** by Steve Musson and Maurice Gibbons, the authors offer a vision for youth programs "which culminates in the concept of the self-directed person. Self-directed persons are responsible, independent, and generally feel in control of their own lives. They have learned how to set their own goals and to pursue them systematically and effectively."

The NYC urges programs to offer kids "challenges". Provide opportunities to pursue personal goals, reach forward, grow, and "attain new levels of performance that children set for themselves."

The authors recognize that directing one's own actions requires mastering "a series of learnable skills." The program is structured to teach these skills in a logical, natural progression." They suggest three structures - courses, clubs, and contracts - as children progress in their ability to develop their own activities. Based on "challenge events", children set and work towards a specific, measurable performance level.

For example, instead of simply providing painting, tie-dying, and batiking activities, a program using the NYC model might help kids decide on a "challenge event" of "Setting up and Participating in a T-Shirt Contest." Plans would be made to do block printing, tie-dying batiking, studying the history, methods, and techniques of each craft. Also practice would be provided for all techniques. Then, the children would make plans for the T-Shirt Design Contest.

This model provides greater depth and richer opportunity to develop that sense of self-reliance and independence we all strive for in ourselves and wish for others. This is more than a simple craft activity of tie-dying.

The essence of the role of staff in the NYC model is for a child to ask an adult, PLEASE HELP ME DO IT MYSELF. Ask these questions to determine if "personal development of the individual child" is taking place.

- Are the children learning how to learn?
- Are they taking control of their own learning experience?
- Are they taking responsibility for their own learning?
- Do they see themselves as becoming more competent?
- Are they gaining a sense of confidence?

Are we really doing all we can to help youth develop into self-directed individuals?

<><> By Nancy Ledbetter, SAN staff

NOTE: "THE NEW YOUTH CHALLENGE" is published by School Age NOTES. See p. 15 for ordering information.

Making your program a great workplace

Rapid turnover in school-age programs is no new news. Below are a few tips to encourage your staff to stay put.

★ Provide Careers, not Jobs. Give your staff every possible opportunity to advance. Institute a structure for career changes, both vertically and horizontally. No matter how small your program, structure it so that progressive steps allow staff to move.

★ Pay Real Money. Although this seems hard to find in school-age programs, make every effort to get it for your staff. Give small raises frequently. See 3:00 - 6:00 PM: **PROGRAMS FOR YOUNG ADOLESCENTS** for ideas that other programs have done for funding.

★ Arrange for Training & Growth Opportunities. Send staff to conferences and workshops. Provide inservice training. Give full pay or time off to attend classes, workshops, meetings or to hear speakers on field-related topics or for personal growth.

★ Create a Home-like Environment. No doubt you've already provided a home-like environment for the school-agers. Just expand that concept to your staff. Allow use of the phone for personal calls. Accommodate staff who have doctor or dentist appointments. Provide small amenities like a coffee pot, microwave or whatever fits your staff's needs.

★ Give Incentives. To prevent absenteeism, give a bonus to staff who come to work everyday. One program pays staff (at minimum wage) for any sick days they haven't used at the end of the year. Provide free lunches, concert tickets, small gifts and partial paid days off to staff who perform above and beyond the call of duty.

★ Furnish Fringe Benefits. Free child care to each staff member (to be used for their children, nieces or nephews or just a friend)is one example. Allow staff to borrow the programs' equipment: VCR's, TV's, popcorn poppers, van or even the whole facility for a party or gathering.

★ Encourage Input. Listen to suggestions and act on items. Let staff know that you listen to and value their ideas.

<>< > By Tracy Besley, Director of
Tennessee State University's Evening
Child Care Center, Nashville, TN.

NOTE: For additional information on this topic, NAEYC carries a 74 page booklet, "A GREAT PLACE TO WORK: Improving Conditions for Staff in Young Children's Programs" by P. Jorde-Bloom. $ 5
Order from: NAEYC
1834 Connecticut Ave, N.W.
Washington, DC 20009

roughhousing

continued from p. 2

RESOURCES: "Rough-and-tumble Play on the Elementary School Playground" by A.D. Pellegrini and J.C. Perlmutter. YOUNG CHILDREN, 1/88 (NAEYC Publication)

"Rough-housing: One Director's Perspective" PRESCHOOL PERSPECTIVES, 1/88 ($24/yr. P O Box 7525, Bond, OR 97708)

FOR MORE INFORMATION on Roughhousing workshops and materials:
Rick Porter
After School Catalog
1401 John Street
Manhattan Beach, CA 90266
213-545-1073

ROUGHHOUSING GUIDELINES

1. Define and clear area for the activity.
2. Use mats, carpet and pillows to soften indoor area.
3.. Use grass or sand area for outdoor area
4. Set time limit for activity.
5. Take off shoes, belts or other impinging articles.
6. Establish rules for activity.
7. Involve minimum of 2 adults.
8. Stop activity if injury occurs. Restart only after injured child is cared for.
9. Remind children (and adults!) that this is meant to be a FUN activity, not a time to hurt or be angry.

10. Forbid kicking, biting, hair pulling, choking.
11. Respect one's face,eyes and genitals as sensitive areas.
12. Settle conflicts with the adults as arbitrators.
13. Signal the end of activity with five-minute warning.
14. Allow fifteen minutes as transition to the next non-roughhousing activity.

What to do when everything's out-of-control

Dear School Age NOTES:

I have this question which has come up at several staff meetings. How do we keep toys, games, etc. in decent condition? These items are constantly being destroyed. The children are fairly good about cleaning up but the constant use of these items tends to show signs of wear & tear. We usually can expect these items to last one to three months. We are also struggling to keep game pieces intact & taping up game boxes.

What can we do?

Pam Kelm
Sheboygan, Wisconsin

SAN ANSWERS

BUY high quality materials that may cost more but last longer and can withstand the normal wear & tear of use by groups of kids. Most of the time buying two high quality basketballs will be more beneficial than four low quality, inexpensive models. The balls will last longer, bounce better, have less weak spots and in the long run save money and frustrations. Fewer trips to the store, fewer purchase order forms to fill out, less time with important-to-the-kids equipment out of commission and less times of thinking "these kids just don't care about the equipment".

ASSESS which products serve your purpose. One SAP buys big soft plastic balls at the discount store for $1.00 each. The balls wear out faster but are so much cheaper that the program saves in the long run. Ten balls cost a total of $10.00 and last a month or two. The high quality ball costs $10 for one and lasts six months.
Ten balls X $10 = $100
Forty balls X $1 = $40
This is a $60 savings, plus the program director feels okay when a ball is no longer useable since it will only cost one dollar to replace. These balls are used for just "fooling around" and not for high-skill sports, such as soccer or basketball. Therefore, high quality is not crucial.

FIND ways to let kids know and appreciate the dollar cost of equipment. For example, one program gave play money to each kid to buy equipment at the beginning of the program year. Each kid was given $50. Each piece of equipment was priced the real dollar value. If a child wanted to use a basketball, they would have to buy it for $10. Kids could pool their wealth to purchase items such as a computer or a bicycle.

Another way is to play a game in which kids win money with which they can "purchase" equipment and games. The kids not only have fun, they understand more about the money value of their play equipment.

Put the kids in charge of finding out how much a needed piece of equipment costs, where to get the best buy, and how the money can be raised. Let kids plan the raising of the money, including getting the BOARD'S approval and implementing the plan.

INSTITUTE methods that increase the life of toys and games. Check-in and check-out systems are one way. One program put game boards (checkers, monopoly) open on a table and covered them with strong, clear adhesive-backed plastic. The games were protected and secured to table. Thus, less chance for wear & tear and for being lost was assured. Game parts were placed in ziploc bags and stored in a check-out box. The original game box was discarded, never needing to be retaped. For programs with shared space, try securing to pieces of wood, instead of tables.

ALLOCATE sufficient money in the budget to cover the increased costs for supplies and equipment. School-agers use greater quantities and wear out supplies faster than preschoolers. The equipment they use is also more expensive (clay, beads, skates, computers, bikes, real tools...)

ACCEPT your feelings of frustration that equipment must be repaired and replaced so frequently. Talk with other school-age professionals about both your feelings AND what solutions have been successful for them.

766

NOTES & QUOTES

The November issue of "School Age NOTES" certainly was Special! I commend you and your staff for your progressive and sensitive attitudes towards difficult subject matter. Your topics were poignant and aptly named "Beyond the Basics." I consider that I gave myself a well deserved reward by taking the time to read it cover to cover in one sitting.

Deborah L. Fagley
YMCA of Reading & Berks County
Reading, PA

:-:-:-:-:-:-:-:-:-:-:-:-:-:-:-:-:

I just received my first copy [Nov/Dec 88] of "School Age NOTES." I am currently a new coordinator for a facility that accommodates sixty children.

I enjoyed all the articles, but especially "What to do when everything is out of control," and "Winning the battle for quality." As a new coordinator I often feel overwhelmed at all the procedures and policies. I found the information on the accreditation process extremely enlightening and would appreciate an address to send for the guide*.

Rosie Anslow
Hudson Out-of-School Care
Vancouver, CANADA

EDITOR'S NOTE: For more information on the accreditation process* and guide*, contact:
NAEYC Academy
1834 Connecticut Avenue, N.W.
Washington, DC 20009
202-232-8777 or 800-424-2460

* "Accreditation Criteria and Procedures of the National Academy of Early Childhood Programs", $6 and "Guide to Accreditation by the National Academy of Early Childhood Programs, $37. Programs that apply for accreditation will receive both of these resources as part of a self-study package.

FREE SAN Extras

FREE Resource materials - School Age NOTES resource catalog, Mini-sample SAN newsletter, and SAN organizational brochure - are all available, in quantities, for training events, workshops, and conferences. Call 615-292-4957.

Position available:

The Martha's Vineyard After School Program, Inc. seeks a Director for a quality school-age day care program.

Responsible, committed, motivated and energetic person needed to work within a highly professional setting in a program responsive to individual needs. Applicant must be capable of working in a team setting which cares for wide range of children and their families.

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Vineyard Haven, MA 02568

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FOR CAREGIVERS ONLY

Calming the AIDS panic

The percentage of children who get AIDS is small. The percentage of child care professionals who panic at the possibility is large.

For the record, the most current information is:

<> AIDS is NOT spread by sharing clothing, food, pencils, dishes, toys, toilet seats, spoons, knives, forks, glasses, cups, water fountains.

<> AIDS is Not spread by breathing, coughing, biting, sneezing, wrestling, hugging, touching, kissing, playing.

<> AIDS is ONLY spread by blood to blood contact and sexual contact.*

WHAT ABOUT SCHOOL-AGE CHILD CARE?

"Most infected school-age children should be allowed to attend school and after-school day care and, if needed, to be placed in a foster home. The benefits of an unrestricted setting outweigh the risks of acquiring harmful infections. The risks of transmitting the virus to others is almost nonexistent."**

FOR MORE INFORMATION, CONTACT:

<> Your state or local health department

<> Your local chapter of the American Red Cross

<> The AIDS Information Line: 1-800-342-AIDS
24 hrs/day, 7 days/wk.

<> San Francisco AIDS Foundation
333 Valencia St 4th Fl
San Francisco, CA 94103

* From "YOUR CHILD & AIDS". This simple guide for parents with children in day care and public schools is available from San Francisco AIDS Foundation.

** From "AIDS AND CHILDREN, Information for Teachers and School Officials" Available from: American Red Cross and US Public Health Service.

SAC scene

FRIENDS OF SAC IN NAEYC ELECTIONS

Congratulations, for their nomination to run in the NAEYC Governing Board elections, to Michelle Seligson, Director of the Wellesley School-Age Project and to Roger Neugebauer, Publisher of "Child Care Information Exchange". Both have been active voices in the field of school-age care for more than TEN years!!

Solving restless rest-times

School-agers, especially kids, 7 years and older, do not need the traditional preschool nap time. However, the long days of all-day care or combined school and care can necessitate a rest period for many youngsters. Whether your program has a designated rest time for all kids or a quiet space for those who need it, Natural Sounds Recording has produced four tapes that can enhance peace and quiet. The tapes are: AMERICAN WOODLAND ONE, TWO, THREE and AMERICAN LAKESHORE. The Woodland tapes capture the natural forest ambience of birds chirping, leaves rustling, brooks babbling and small animals scuffling. The thunderous sounds of waves surround and relax from the lakeshore tape.
$10 From: Natural Sound
P.O. Box 40450
Redford, MI 48240
(313) 534-0237

OOPS! our error

Please note the following corrections for the January/February 1989 SAN issue:

[] Use the circled date to replace the wrong date in the upper left corner on the front page!

JANUARY
FEBRUARY
1989
VOL IX #3

[] The last line of the Editorial on p. 2 is missing. It should read: "As advocates for school-age care, our voice needs to be heard as governments make decisions that will shape the future of school-age care."

School-age money part of $11.8 million

The Federal Dependent Care Grant appropriation is $11.8 million, more than double what the first appropriation was four years ago. Forty percent goes to resource and referral and 60% to school-age care. Authorization for the Dependent Care Grant runs out in 1990. The future of school-age care dollars will certainly be affected by the expected upcoming Congressional jockeying over child care bills.

Dodd-Kennedy-Hatch form unlikely trio

As we go to press the following senators are planning to introduce child care legislation. Senator Dodd (D-Conn) will re-introduce ABC Bill (Act for Better Child Care); Senator Kennedy (D-Mass) -- the Smart Start Bill; Senator Hatch (R-Utah) -- his child care bill from the last session or a similar version; Congressman Gus Hawkins (D-Calif) plans to introduce a new bill incorporating under the Department of Education Chapter 1, Head Start from the Dept. of HHS, and a new infant/toddler care program. It looks like it will be an interesting 101st Congress for child care.

ABC-TV investigates after-school activities

In January, ABC's evening news program reported on the stress and pressure on school-agers to participate in extra activities such as foreign language classes, musical instrument lessons, and martial arts instruction. One after school director reported that even when their program had choices of non-participation ("just doing nothing"), parents were pressuring students to take advantage of all the activities offered.

Parents who arranged many adult-led activities, both within after school programs and outside of organized programs, noticed negative changes in their children. Changes in grades, moods, and living habits were reversed when the pressure to participate was relieved.

It was emphasized that "creativity time" was important for nurturing the self. Background video shots included a child talking one-on-one with an adult in a relaxed, "homey" setting and a child building a tower of blocks.

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____	Incredible Indoor Games Book	12.95
____	I Can Make a Rainbow	16.95
____	Big Book of Fun	10.95
____	Self-Esteem: A Classroom Affair Vol. 1	10.95
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____	Cooperative Sports & Games Book	10.95
____	Native American Crafts	8.95
____	A Kid's Guide to First-Aid: What Would You Do If . . . ?	5.95

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____	The Other Side of the Report Card: A How-To-Do-It Program for Affective Education	12.95
____	Other Ways, Other Means: Altered Awareness Activities for Receptive Learning	12.95
____	Please Don't Sit on the Kids: Alternatives to Punitive Discipline	10.95

PROFESSIONAL RESOURCES

____	HALF A CHILDHOOD: Time for School-Age Child Care	12.95
____	Day Care Management Guide	29.95
____	Activities for School-Age Child Care An NAEYC Publication	4.95
____	WHAT'S YOUR NEXT MOVE? (A board game for staff training)	34.95
NEW ____	School Age Care Administration	12.95

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RESOURCES

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PROGRAMS FOR YOUNG ADOLESCENTS
April 26-28, 1989

Contact:
CTR for EARLY ADOLESCENCE
UNC at Chapel Hill
Ste 211, Carr Mill Mall
Carrboro, NC, 27510
919-966-1148.

SECOND MASSACHUSETTS SACC
CONSORTIUM CONFERENCE
Bentley College
Waltham, MA
March 31-April 1, 1989

Contact:
Ellen Gannett, SACC Project
Center for Research on Women
Wellesley College
Wellesley, MA 02181
617-431-1453

WASHINGTON STATE SACC CONFERENCE
May 19-20, 1989

Contact:
Paula Liechty
Cooperative Extension Agent
Thurston Co Plaza Bldg
921 Lake Ridge Dr, SW Suite 216
Olympia, WA 98502
206-786-5445

TWO ILLINOIS SAC EVENTS

1. Chicago, Illinois
   March 10-11, 1989
   Contact: Sherry Jones
   312-561-7900
2. Downstate SACC & Recreation
   Springfield, Illinois
   May 6, 1989
   Contact: Vicki Stoecklin
   217-785-9206

CANADA: SECOND ANNUAL CONFERENCE
of the OUT-OF-SCHOOL CARE PROJECT
Edmonton, Alberta
May 26-27, 1989

Contact:
Wendy Payne, Community Services,
Grant MacEwan Community College
7319 29 Avenue
Edmonton, AB T6K 2P1 CANADA
(Tel.) 403-462-5550

Food safety training modules

"Food Safety Is No Mystery" is a new series of four training modules and a companion 34-minute videotape developed by the U.S. Department of Agriculture to train staff on proper food safety practices.

The four modules cover:
- Sanitation and personal hygiene,
- Safe food preparation,
- Preventing contamination,
- Safe cooling and reheating of food.

Total package is $20.50, including the videotape. Order from: U.S.D.A. c/o
Modern Talking Picture Srv
5000 Park St. N.
St. Petersburg, FL 33709

On being a girl

Created by the Girls Clubs of America, the Operation SMART Research Tool Kit is a box of intriguing, fun and challenging activities. Girls (and boys) can use it to assess their own and each others' attitudes, plans and aspirations about science and math. The Kit contains 13 Tools, with instructions for each participant and a leader's handbook. $35

Order from:
GSA National Resource Ctr
441 W Michigan St
Indianapolis, IN 46202

See MARCH/APRIL '88 & MAY/JUNE '88 SAN issues for more information on Operation SMART.

MAY
JUNE
1989
VOL IX #5

School Age NOTES

The Newsletter for School-Age Care Professionals

"Where Everybody Knows Your Name"

"Sometimes you want to go, Where everyone knows your name, And they're always glad you came..." The theme song for the famous TV show, CHEERS, is poignant and longing. It conjures up images of ourselves as alone and unknown. Both our basic fear and need are touched. We long for and treasure places where we are recognized and accepted, where people know our name.

These needs are probably related to instinctual survival: recognition by our mother who will provide sustenance AND belonging to a group which will furnish security and protection from outside dangers. Whatever the reasons behind our need to be known, we do know that the need is strong.

In June, an influx of new children will enter school-age programs as they start their all-day summer schedule. These kids will be faced with getting acquainted with a new environment, with new peers, with new adults.

Photo by George Walker. Bethlehem Center ASP - Nashville, TN

New to the program, Anthony looks for someone who knows him by name.

They will look for ways to make themselves known. They will gravitate to spaces that feel secure and to people who greet them with gladness.

Photo by Rich Scofield. Crossroads ASEC - Irvine, CA

Two boys are engrossed in making and decorating wooden nameplates.

We can help children accomplish these goals by planning experiences, for the first month, where they can:

[] Make name tags and labels out a variety of materials: paper and crayons, burned into wooden name plates, string and glue on cardboard, glitter and glue on cloth, acrylic paint on tee-shirts, cloth hats, headbands; and alphabet beads on string.

[] Draw "family trees", look up the meaning of names, tell stories of "how I got my name", make lists of relatives and famous people with the same name.

[] Label works of art, themselves, their individual space, and their "This is me" projects.

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EDITORIAL

What's in a name???

Who are we? What do we call ourselves? How much do we and the larger community value, respect and appreciate our historical and present contributions?

School-age care professionals often have little time to look beyond the next week of programming. If we were to stop and look at the next decade, we would see some emerging trends. One of these is what we call ourselves and what we call our work.

SACC traces its history to day nurseries and the settlement houses from the turn of the century. However, less than ten years ago, many people working in "school-age child care" were not aware of this label to identify their program or their profession. They often thought of themselves as extended care, the after school program or the latchkey program.

At the same time, other programs were serving the school-age child, but not in a child care model. These programs include the Y's, Scouts, Parks & Recreation, Boys and Girls Clubs, and Campfire.

Programs which met less than two hours a day or less than five days a week and not immediately after school were not meeting the supervised care needs of many families. With the increasing awareness of the need for accountable, adult-supervised care, recreation-focused and social-oriented groups were challenged to provide programs which served the developmental needs of the school-agers and the need of the families for daily supervised care.

Although divergent groups are meeting this challenge, we have been left with many names for both the programs and the providers. Signs of a more unified approach include both new names and organizations.

[] Organized in 1982, The California School-Age Consortium is the oldest and largest organization to pull together the various groups serving school-agers. In fact, California public school officials and professionals are actively involved in CSAC. Although individual organizations have different names, they are united in their goals for increasing both the number of school-agers receiving care and the quality of care. Training of SAC staff, increasing public awareness of the need, and advocating in local and state governments are part of the work done by CSAC.

[] Many other states have organized or are starting similar advocacy and training coalitions. In Ohio, the state alliance is Professionals for School-Age Child Care. In Minnesota it is the School-Age Child Care Alliance, a local MinnAEYC affiliate.

[] The National School-Age Child Care Alliance (SACCA), formed in November 1987, networks together the groups on a national level.

[] Some providers and administrators are calling the field School-Age Care and themselves School-Age Care professionals. Canadians often refer to "out of school" care, which is a more encompassing term. Perhaps at the end of the 90's we will be "out-of-school" care professionals. These terms leave out "child" but bring in the organizations who have not traditionally perceived themselves as "child care".

Unfortunately, there have been some new aspects to naming the field that may add divisiveness and confusion rather than clarity and unity. In Tennessee, recent legislation re-named school-age care and who regulates it into two categories. School-based, school-run programs are to be called "before-and-after-school care" and regulated by the Department of Education (a new responsibility). All other non-school administered school-age care programs would be now defined as "day care" and continue to be regulated by the Department of Human Services Day Care Licensing.

This is an indicator of how important it is for school-age care professionals to build coalitions and to actively work together to assure quality, whether in schools, Y's, child care centers, private homes or community centers. We may continue to call our individual programs and job titles by different names. However, let us declare ourselves and band together as professionals who care for and about school-agers.

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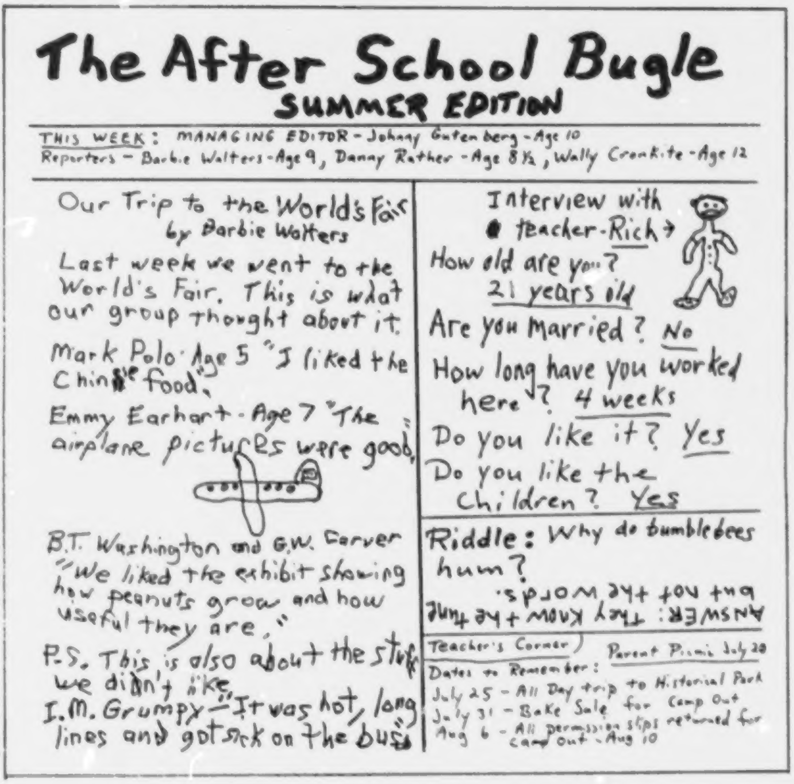
Cultivating Fun, Scholarship and Communication

A newsletter, written, designed, laid-out and printed by the children can be an exciting activity and a learning experience. At the same time, it serve as a communication tool between different parts of the program and between the whole program and families.

Printing important dates and events can be a reminder to children, staff, families, volunteers and board members.

A newsletter can also give parents a sense of what their children are doing this summer.



The After School Bugle
SUMMER EDITION

THIS WEEK: MANAGING EDITOR - Johnny Gutenberg - Age 10
Reporters - Barbie Walters - Age 9, Danny Rather - Age 8½, Wally Cronkite - Age 12

Our Trip to the World's Fair
by Barbie Walters

Last week we went to the World's Fair. This is what our group thought about it.

Mark Polo Age 5 "I liked the Chinese food."

Emmy Earhart - Age 7 "The airplane pictures were good."

B.T. Washington and G.W. Carver "We liked the exhibit showing how peanuts grow and how useful they are."

P.S. This is also about the stuff we didn't like.
I.M. Grumpy - "It was hot, long lines and got sick on the bus."

Interview with teacher - Rich →

How old are you? 21 years old

Are you married? No

How long have you worked here? 4 weeks

Do you like it? Yes

Do you like the Children? Yes

Riddle: Why do bumblebees hum?

ANSWER: They know the tune but not the words.

Teacher's Corner

Parent Picnic July 20

Dates to Remember:
July 25 - All Day trip to Historical Park
July 31 - Bake Sale for Camp Out
Aug 6 - All permission slips returned for camp out - Aug 10

Sample newsletter and drawings by Rich Scofield.

How To Do A Newsletter:

Step One: Research

Look at a variety of newsletter and newspaper formats. Take a trip to the library, or the local city or college newspaper office to check out layout and style. Notice how they do headlines, columns, how many drawings and photos are used.

Step Two: Decide

What will the newsletter be like? How many pages? What color paper? Ink? Handwritten? Typed? Computer? Will photos and drawings be used? How will it be printed?

Who will do what work? What information will be included? How will it be distributed? Will it be free? sold? How much? For what will the profits be used?

Step Three: Set a schedule

When will the newsletter be published? Once a week? When will the newsletter staff meet?

Step Four: Get to work

Take photos, Write stories, Draw pictures, Interview.

Lay out, Paste up, Print, Distribute.

Be proud!

TIPS:

Older children can be reporters and scribes.

Younger kids can contribute drawings and be interviewed.

Adults can help with ideas on general lay out to keep it simple and attractive.

Use lines to separate columns. Leave plenty of white space, esp. on edges and between sections.

Handprinted newsletters with lots of the children's names and drawings are more likely than typed ones to be read by parents.

Older children will enjoy and learn more from doing a desk-top published newsletter**. If yours is a large program, consider two separate newsletters for older and younger children.

** See p. 18 for graphics computer software for school-agers.

<><> This activity article adapted from original published in SAN, MAY/JUNE 1982.

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What We Can Do With Humor!

Although conflict between children is no laughing matter, humor is a powerful tool for conflict resolution. Humor, in proper proportion, can soften anger, melt the intensity and heal hurt feelings caused by the conflict. As long as humor is not degrading or demeaning, and laughs with children (never at them), humor remains a key disciplinary technique. As Diane Kisner of Merriewood Children's Center in Lafayette, California, succinctly states: "No put-downs".

An Ounce of Humorous Prevention is Worth a Pound of Conflict-Free Cure.

Being in good humor is a state of mind. We can wake up on the wrong side of the bed, OR we can foster and celebrate the right side. "One of our principles" asserts Paula Conner from Children's Creative Response to Conflict, "is that what we do works best when it is fun." A fun-ny group activity to help older schoolagers build cooperative attitudes is the PEOPLE SCAVENGER HUNT. This game, suggested by the Educators for Social Responsibility, helps kids find out how we are all, in some way, like each other.*

Once children are comfortable and once bonds of respect and empathy grow, good humor becomes an attitude which negates and dissipates anger in equal proportions.

Weave Humor in and Conflict out thru Distractions, Role-playing and Story-Telling

An attitude of prevention is only part of the story. As long as people wake up on the wrong side of the bed, as we all do sometimes, conflicts will arise. This is especially true in school-age settings, where children may come to us from the wrong side of any given office, classroom, playground or bus stop.

- Use humorous distractions, suggests Priscilla Prutzman (Children's Creative Response to Conflict), as a discipline tool. Break into an aria of opera, or juggle some crayons in the air, or just divert priorities by a good-humored, well-timed shout of, "Snack Time!"

In one situation in the YWCA After School Program in Millbrook, New York, two second-grade girls wanted to wear the same vest in the dress-up corner. When they asked the teacher to resolve their conflict for them, the teacher suggested that they each insert one arm. The vest, of course, held the two together, first back to back, then nose to nose, and laughter ensued.

- Dramatization is another discipline tool. If two teachers reverse roles and act out the children's conflict between each other, children at first will be startled, then will realize how silly their actions look to other people. Perhaps the teacher can pretend to have the problem and say, "Do I HAVE to wear my sweater?" or "Your cookie is bigger than mine." Children also enjoy assuming the adult role to humorously resolve adult dilemmas.

Viki Diamond, music consultant and peace educator, tells the story, EMILY'S MAD, dramatizing the word "maad" each time with an angry tone of voice, which the children imitate, relate to, and anticipate with humor throughout the story. Emily resolves her anger by realizing that anger made her tired and being a friend is a lot more comfortable and fun.

Humor Helps

Whether or not humor can resolve all conflicts, a good-humored attitude certainly helps. When children are angry, our first instinct might be to empathize with the anger, but in losing our humor, we lose our edge in facilitating resolution. Anger does not resolve anger. It makes staff as tired as Emily was, and children equally uncomfortable.

Whether it is used as prevention or as a disciplinary tool to divert, dramatize or dissipate, good humor is bound to build upon itself. It is a re-freshing, healthy and enjoyable vehicle for conflict resolution.

<><> By Nancy Maher. She is Director of After School Programs, YWCA of Duchess County in Poughkeepsie, NY and President Elect, Mid-Hudson AEYC.

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* See p. 5 for the People Scavenger Hunt and the No Laugh Race, plus resource information.

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People Scavenger Hunt

This is a funny group activity for kids to simply find out how many people are like them in SOME way. No need to explore differences until similarities are discovered and celebrated with a smile and a shake.

RULES:

TIME: four minutes.
WALK among the group and ask your questions.
WRITE the first name next to questions that match that person.

NOTE: At the end of four minutes, the adult leader may ask kids to read their answers.

QUESTIONS:

Find

1) Someone who can speak at least three sentences in another language.
2) Someone who has all four grandparents still alive.
3) Someone who is really good in math.
4) Someone who was peacemaker recently.
5) Someone who recently met a person outside-of-school they REALLY liked.
6) Someone who recently helped a kid be better at something.
7) Someone who read a good book for fun & LOVED it.
8) Someone who had a conflict recently and asked someone else for help ... and GOT it.

No Laugh Race

If and when "push comes to shove", as conflicts inevitably do on occasion, a "sit and think" time-out gives children a chance to slow down, calm down and regroup. It gives time to validate the anger without becoming consumed by it.

To help children resolve the conflict, the leader might suggest that, during the time out, children look at each other. After staring for a while, children usually begin to laugh, because they are not famous for holding grudges very long. "The No Laugh Race" by Dr. Seuss turns this challenge into a contest. Children face each other to try to make their partners laugh. Laughers leave the line to sing the "No Laugh Race" while survivors take on new partners.

Check local libraries or bookstores for music and words to "No Laugh Race".

Responding to Conflict

Resources

* Viki Ann Diamond
Folksinger, Storyteller & Music Consultant
536 Livingston Street
Westbury, NY 11590
516-333-2381

* Children's Creative Response to Conflict
Box 271
Nyack, New York 10960
914-358-4601

KIDding

Children's Rights

A nine year old boy was "acting-out" in class. The teacher decide to use her best Psychological knowledge and write a contract for the child to sign. This contract spelled out the expected behavior of both the teacher and the child. The teacher presented the contract to the boy and requested his signature. He stood straight and said: "I am exercising my constitutional rights in not signing this contract." The next lesson was on the classroom as a dictatorship!

Watch Out for UFO's

A twelve year old boy was late for school one day. He arrived at his school building and was confronted by the attendance secretary. She asked the twelve-year-old why he was late. He thought to himself for a minute and responded: "I was abducted by a UFO on the way to school." Later in the day, his SACC teacher asked him why he said that. He told the after-school leader that he figured out that no matter what he said, a lateness is still marked down as a lateness, so "why not go for the shock value." !!

<><> Submitted by Sheryl Cohn. She is the director of School Age Child Care, Dumont Public Schools, Dumont, NJ.

Games: Who Decides What and When?

Shirley, age 19, is fairly new to SAC, but she is enthusiastic and likes being with and playing games with the kids. Eager to do her job well, she organizes and leads the school-agers in different games. Sometimes, she is able to do this in such a way that she and the kids enjoy themselves. At other times, she notices that the children don't follow her directions or don't seem interested. Sometimes, she finds herself yelling at the kids and having a miserable time. What makes the difference?

One factor in the success (that is fun) of active games is how the game got started and by whom. Let's look at four different ways.

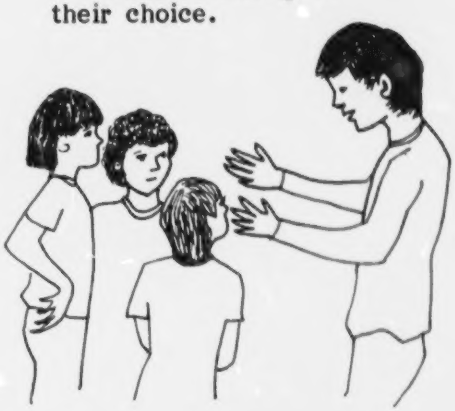
Adult Initiated / Adult-Directed / No Choice

It is ten o'clock. Most of the children are involved in some activity of their choice. A couple of kids are beginning to look restless and are teasing each other. Shirley thinks: "Oh, no! I'd better do something before everyone else gets "antsy". She announce to all the kids: "In five minutes, we're going to play 'Shadow Tag'. Hurry up and finish what you are doing so you'll be ready." What results, more often than not, is that the whole group becomes disgruntled as they are forced to shift from what they are involved in to what the adult decides they need to do.

Shirley's motivation is on target; she wants to avoid increased restlessness and wants to introduce a fun game. How could she have done it differently?

Adult-Initiated / Adult-Directed / Child's Choice

Returning to the previous scene, we see most of the kids involved and content. Two kids are restless and teasing. Shirley notes that the sun is shining. Going over to the two restless teasers, Shirley suggests: "Come with me and let's see if the sun is shining well enough to play 'Shadow Tag". After playing an abbreviated version of the game, a few other children join them. In a few minutes, a fun game is in progress with a small group. The rest of the children continue what they were doing or have moved on to another activity of their choice.



Adult and school-agers plan together what game to play next.

Child-initiated / Adult-Supported

This time, three children complain about being bored. Shirley's first reaction is to say: "Let's go play a game.". However, she stops herself, then asks: "What to you feel like doing?". One child answers: "We want to play a game but we can't remember how to play it."

Shirley: "Would you like some help? I know how to play that game, but we will need three more players". The original three go off to find three more players. Then, Shirley teaches them how to play the game. Again, the whole group has a good time.

Adult-Initiated / Adult-Directed / Child's Choice

What if you just feel like playing a game or have a specific game written into your weekly plans?

Shirley can announce that a game will be played outside at 10:00. Anyone who wants to play can meet on the East field. Those who show up will be interested and want to play. Other children will see how much fun the game is and will join voluntarily.

Although allowing children to choose what games they will play does not guarantee success, it does increase the odds. At the same time, you send the message that you respect their right to use their leisure time as they desire. That is the truer measure of success.

Walking and SAC: A Perfect Match

Walkers - people who walk for pleasurable exercise - radiate an awareness of their personal power. Head high, shoulders back, arms and legs swinging forward, they sprint with zestful exuberance and relaxed body and mind.

School-age programs and walking as a planned endeavor are a perfect match. Here's why.

■ Walking is a suitable activity for kids of all ages, for both girls and boys, for both the sport buffs and the not-so-sporty, and for any ethnic or religious affiliation. With a little flexibility, adaptation and broadening of the term walking, those with disabilities can also be included.

■ Walking uses human energy. High, bursting forth energy is a well-known developmental characteristic of school-agers. Walking channels the bursts into beneficial release and away from the all too common "undesirable" behaviors.

■ Walking requires no extra equipment, no money, no other means of transportation, and no special talent or skill. Everyone can participate.

■ Walking can be done anywhere, whether your program is located in the city, country, small town, or suburb. (Yes, even in California, where rumor has it that no one ever walks!)

■ Walking strengthens the body, contributes to maintaining normal weight, decreases stress, improves positive mental attitude, self-image and health, now and in the future. Once acquired, the habit of walking is is seldom stopped. This means a school-age program, that helps kids get into the walking mode at age six, eight or ten years, may be starting them on forty plus years of fun and healthy living.

■ Walking, coupled with other activities, can provide a rich learning laboratory. (See p. 8 & 9 for suggestions.)

START KIDS ON A WALKING HABIT THAT MAY EQUAL FORTY YEARS PLUS OF HEALTHY LIVING!

Safety Points:

WEAR bright colors to increase visibility to auto drivers. One school program in Massachusetts wore orange vests during walks.

MAP out routes with sidewalks and less traffic (if possible).

OUTLINE and rehearse traffic rules for walkers.

1. Walk on the left side of the road, facing the traffic.

2. Walk in single or double file.

3. Listen for traffic sounds that would signal danger. Radio earphones are strictly prohibited!

4. Cover head in cold or hot weather to prevent unnecessary heat loss or retention. Wear layers of outer wear for increased warmth and for peeling off layers as needed.

5. Wear comfortable and supportive footwear.

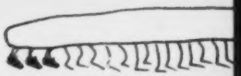
6. Start off slow and work up to recommended pace and mileage.

THE WALKING MAGAZINE* recommends a pace that "does not produce side-stitches and at which conversation is easy". For deciding on distances, they suggest this formula: age divided by three equals miles to walk. Therefore, nine years, divided by three, equals three miles as an appropriate distance to work toward.

* SAN wishes to express their gratitude to "The Walking Magazine" for their in depth article, Getting Kids Off Their Duffs (7/88). It was the inspiration and birth parent for the walking article and activities on pages seven, eight and nine.

For subscription information:
The Walking Magazine
PO Box 56561
Boulder, CO 80322,
800-525-0643 $12/yr

Walking Strolling Ambulating Rambling Stepping



Walk-A-Day Club

Put up a sign up list for all kids interested in joining a walking club. Draw pictures, take photos or cut out magazine pictures of people walking for fun and exercise. Display near the sign-up sheet. Let kids of all ages join. Form the club, even if only two kids sign up. As soon as other kids see how much fun the club is having, others will join. As a group, decide where to walk, how fast (3 mile/hour is moderate pace for school-agers), how many miles (try one to three miles), what safety rules to follow and what special equipment to use. Enlist volunteers (parents, high-school students, board members, non-program employees who work in your building, nearby business people, retirees,) to join the club.

Energy In, Energy Out

Put out a variety of snacks (carrot and celery sticks, raisins, peanut butter, graham crackers, boiled eggs, apple and orange slices). Have kids fill a plate with the snacks they want to eat. Before eating, have them guess and write down how far they can walk with the caloric energy their snacks will give them. Then label each snack with how long they can walk (at a 3 mile/hour pace) on that food. For example, 1/4 apple gives enough energy for three minutes at this pace; a three-inch carrot = 2 minutes; and a three-inch celery stick = 30 seconds. Ask a nutritionist to help you calculate other snack foods. Or use a calorie guide; 5 calories give enough energy for one minute of three miles per hour walking. Once everyone knows how energy their food will give them, munch away. Next, go use the snack energy for a walk.

Toe Painting

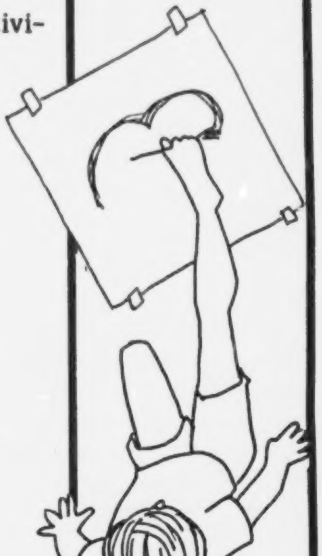
With regular art brushes and thicker paint, try painting pictures with toes only. If possible, find someone locally who, because of a disability, paints as a hobby or for work. Ask them to share their talent and toe painting tips. Write to: Association of Handicapped Artists, 503 Brisbane Bldg Buffalo, NY 14203 for information about disabled artists.

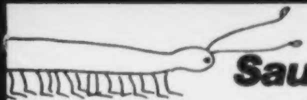
Treasure Troops

On a walk-for-exercise at a three to four miles an hour pace, have kids collect at least one treasure. Treasures may be tangible and small enough to keep, such as a shiny, smooth, violet-streaked stone or a Pete Rose baseball card. Other treasures may be intangible or too big to grasp: rainbows, watching a pizza dough being made and tossed in the air, catching a glimpse of rarely seen bird, hearing a helicopter land on the hospital roof, listening to the high school practicing for the upcoming competition and smelling the aroma of fresh-baked bread from the bakery.

Challenging Feats

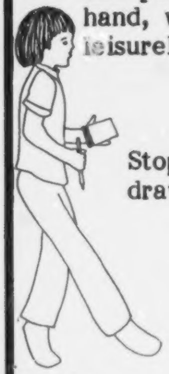
Plan activities related to a child with a handicap that limits their use of one or both feet. Call a special needs school or program for help with this. Activities can include: "Adopt a child or children for one month: visit once a week, make special greeting cards to send, plan and give a party, and invite children to your program space for a special craft project. Other experiences could include a "Walk-A-Thon" to raise money for a piece of special equipment for the "adopted" child; physically challenging games (three-legged races; basketball in wheelchairs or hopping on both feet).





Sauntering Hiking Marching Promenading Parading

Art Ambulations Sketch pad and pen in hand, walk leisurely. Stop to draw



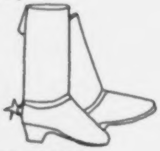
buildings, machines, natural environment, people and animals. Variation: make photos instead.

Famous Feet Wilma Rudolph, Florence Griffith-Joyner, Carl Lewis, Evelyn Ashford, Edwin Moses, (TRACK)... Tiffany Chin, Brian Britano, Debbi Thomas, Katarina Vit, (ICE SKATING)...

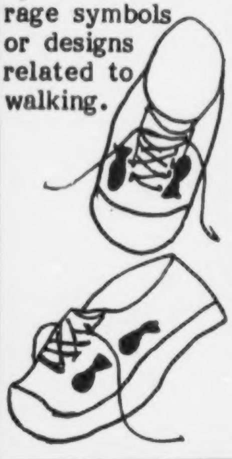
Sacajawea (SHOSHONE GUIDE FOR LEWIS & CLARK*)... Fred Astaire, Sammy Davis, Jr, Michael Jackson, Isador Duncan (DANCERS). Read books, draw murals, create magazine collages, tell and record stories, write and perform plays or mock "Academy Awards" to portray people with famous feet.

Stepping Up Discover feet-related careers. Find books, magazine and newspaper articles and movies. Look in want ads. What jobs are available? What's the pay? Find out the pay and education or training required. Arrange for mini-apprentices: match one child with one work-site for one to two hours.

Suggested careers: ballerina, football player, pianist or organist, runner, podiatrist, bicyclist, shoe factory worker, shoe salesperson, weaver, orthopedic surgeon.... Create "Feet Career" prop boxes for kids to use in spontaneous and self-directed dramatic play. Older school-agers may like to collect and label boxes.



Tennis Shoe Decorating Using either old or present tennis shoes, have kids decorate with paints, magic markers, or dyes. Encourage symbols or designs related to walking.



Mountain Climbing A fun and learning experience is a planned trip to climb a small mountain. This will let kids find out how important their feet are in holding on rocks and crevices as they climb upward. After spending three to four weeks increasing their walking skills and stamina, a mountain climb would put those new skills and muscle strength to good use. Prepare for this event by getting books on the topic from the library or bookstore, having a known climber share their ideas, planning what equipment is needed, what clothes and shoes to wear, what kind of food to eat before and during the climb, and what safety rules to follow. Resources: Sierra Club or State Park Ranger. Read about Annie Smith Peck, a mountain climber*

PLASTIC CAST

Casting Arrange for a visit with an orthopedist to see how casts are made and removed.

More Casting Prepare plaster-of-paris (obtain ingredients and directions at arts & crafts store). Find or make impressions of feet in sand or mud. Try to have a variety of foot forms: birds, animals, people. Examine feet for different characteristics. Discuss the advantages and disadvantages of webbed feet; high or low arches; two, three or five toes; four or two feet.... Paint plaster molds as desired.

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* Children's books on these women available from: National Women's History Project, PO Box 3716, Santa Rosa, CA 95402, 707-526-5974.

Maximizing Staff Development With Peer Coaches

What is the number one ingredient necessary for providing quality school-age programs? "The staff!" is the answer given by directors. Even a well-equipped program is only as good as how staff use the provisions. Conversely, programs operating with limited materials and supplies can be remarkably augmented by how well staff plan and perform. Therefore, the development and training of workers must be placed high on the priority list for programs. At the same, it must be balanced against time and monetary constraints.

Peer coaching is a successful solution to this dilemma. Coaching creates a framework within which feedback and support for individual staff can take place. As coaches work together, they gain insight into their own strengths and their own weaknesses.

The distinct advantages of this training system are:

* Requires only one or two staff be released from their regular assignments for short periods of time,
* Provides hands-on practice of newly acquired SAC program techniques, and
* Operates with minimal or no financial costs.

To Institute Peer Coaching:

[] Structure coaching teams into pairs or chains. Pairing into teams of two works best for staff with approximately the same level of education and experience (or stage of professional development). Use a chain approach when staff have widely different developmental levels. For example, in Sam's first year of SAC, he could be coached by Tamika, who is in her fifth year. Tamika could be coached by Maria, who has ten years of experience. Another adaption would be for Maria to coach both Tamika and Sam, and for Tamika to coach Maria. In small programs, the chain system may be the best option. Or two or more small programs may want to work together in coordinating paired teams.

[] Establish peer coaching teams or chains at the beginning of the summer program (or another designated start-up period). Within the first ten days, meet, in teams, to discuss problems and issues. Each person selects one problem area (transitions, parent contacts, discipline) that they wish to concentrate on. Then, convey this information to the program director.

[] Set up appropriate times for each team member to observe the other in the questioned contact. For example, Jane has had problems communicating with parents. Her partner, Bob observes her from 4:30 to 5:30 PM when parent contact is high. Likewise, Bob, who has problems with transition from one activity to the next, is observed by Jane from 11:45 to 12:45 PM when transitions between indoor and outdoor and lunch occur. Plan for coverage of the children while the observers are absent, using volunteers or juggling other staff assignments.

[] Share observations with each other, within coaching teams. Discuss what did and did not work, making suggestions for continuance and for improvements. This dialogue will result in new strategies for dealing with respective issues. Then, try these new strategies with the children or parents. If appropriate, first try new techniques with a small group, as in the case of Bob with the transition problem. Additional support, direction and suggestions can be provided by the director.

[] Arrange for each team to "job trade". This simply means that they trade places for one day. Job trading allows individuals to experience how others in similar positions organize their space, store materials, and write plans. Each will gain new program ideas as well as insight about their peer coach.

This model for staff development and training provides staff with concrete help in their work. It can stand alone or be used in conjunction with more traditional training modes.

<>< By Kathleen J. Murphy,
Child Development Programs,
Latchkey Division, Hayward
Unified School District, CA.

What to do when everything's out-of-control

Six-year old Lamar was sitting quietly on the floor. He smiled as he moved and jumped matchbox cars and miniature hero figures over and under ramps and barricades.

Within minutes, Lamar's life was turned upside down. An authorized child protective caseworker had entered the school-age program and had informed the program director that Lamar was being placed in their protective custody. Lamar, unsure of what was happening, looked bewildered and a little frightened. He kept saying: "I want to stay here til my mom comes for me.". The caseworker would not give any reason why Lamar was being taken. Thirty minutes later, Lamar's mother came to the program to take Lamar home. She was unaware that Lamar had been taken into protective custody.

What Do You Do? How Do You Handle This Situation?

▶ Ask the caseworker for authorization to take a child from your program.

▶ Find out if the child's parents or guardian have been informed and where their child will be. If the caseworker cannot give you this information, contact the child protective supervisor.

If, as in the case of Lamar, the parent has not been informed, assist the parent in securing information about their child.

▶ Suspend judgement about whether the child's family may or may not have abused their child. Whether guilty or not guilty, the family needs the emotional support of trusted and known persons at this time.

▶ Allow the parent to express their feelings of shock, anger, embarrassment, concern, and fear. Actively listen!!

▶ Discuss what has happened to Lamar and his mother with the other children in the program. The kids will have questions and concerns for Lamar and for themselves. Answer questions as truthfully and matter-of-factly as possible. Be honest when you do not have the answers or cannot answer because of confidentiality.

▶ Arrange for continued contact with Lamar and his family if possible. This may be a phone call to ask how his mother is doing OR letters from the kids to Lamar.

▶ Process what has happened with the whole child care staff. Invite a child abuse professional to assist with this.

▶ Check with your state's child welfare, child resource and referral, or legal services agency for answers to any legal questions related to your responsibilities or yours and parents' rights.

▶ Outline and plan your program's role in preventing child abuse.

RESOURCES

Child Care Law Center
22 Second Street, 5th Floor
San Francisco, CA 94105
415-495-5498

National Committee for the
Prevention of Child Abuse
332 S Michigan Ave, Ste 950
Chicago, IL 60604
312-663-3520

PARTNERS IN PREVENTION
CA Child Care R&R Network
809 Lincoln Way
San Francisco, CA 94122
415-661-1714

This child abuse training program for child care providers has available:

- * "Making A Difference", a 70+ page handbook, and
- * Two videos: "Out of Harm's Way" and "Taking Care". $26.50 each for non-California programs.

A child's world of play can be turned upside down by child abuse.

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Promoting "Free Play": The Core of SAC Curriculum

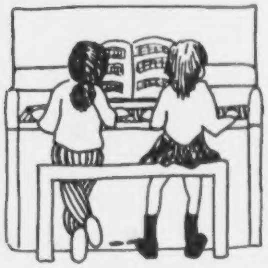
Many people ask us* (Karen Haas-Foletta and the West Portola Center for After School Recreation and Education staff) why our room arrangement works so successfully. One major reason is our high adult-child ratio (1:10). We also have a large indoor space which is divided into well-defined interest areas. However, most importantly, we are dedicated to meeting the needs of school-age children. Many choices are built into the structured environment. Children decide what activities they wish to pursue.

The following is a freeze-frame of what our program looks like during a typical free-play period.

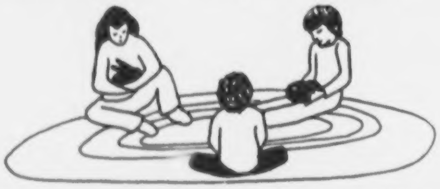
Free play, our free choice time, is the core of our curriculum. Free choice works for us because the planned interests areas, although continuously changing, structure the environment.

4:30 P.M. Sixty-five children are present. They have already had an outdoors time, eaten snack and have done their homework. Now is free-choice time both in and outdoors.

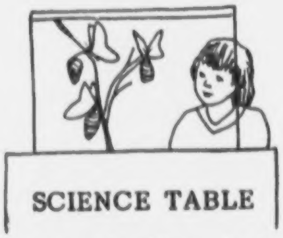
QUIET AREA



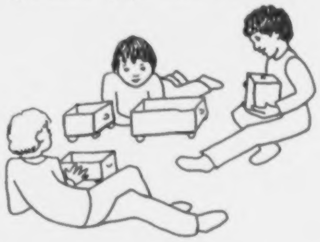
Two girls play the piano.



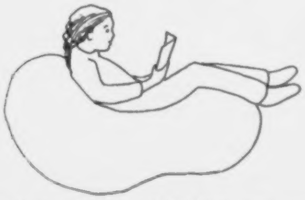
On the rug, three children hold our pet rat, guinea pig and rabbit.



Three butterflies, just as they hatch out of their cocoons, capture the attention of one six-year-old.

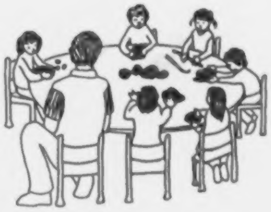


The wooden train set occupies three boys.

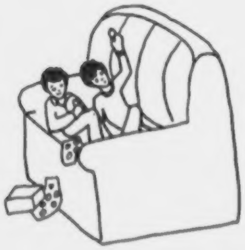


One child, sitting on a bean bag chair, reads a book.

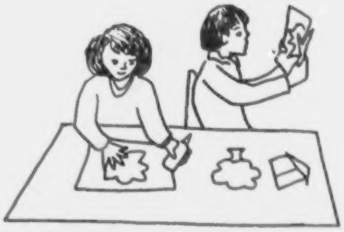
ART AREA



At the art table, an adult leader guides six kids as they work out with clay.

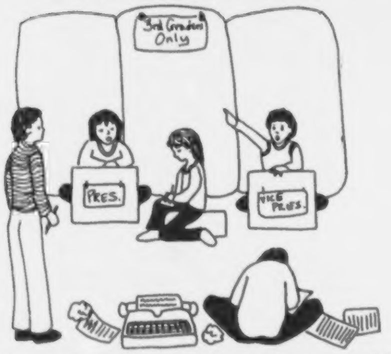


Sprawled on the couch, two trade stickers.



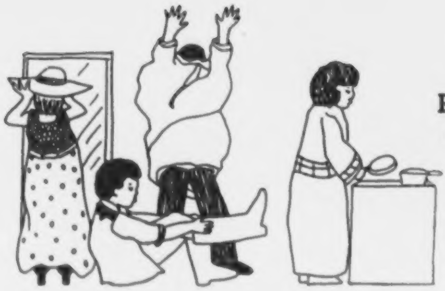
Over at another table, a couple of school-agers cut-and-paste pictures. Two more make paper spaceships.

THIRD GRADE AREA



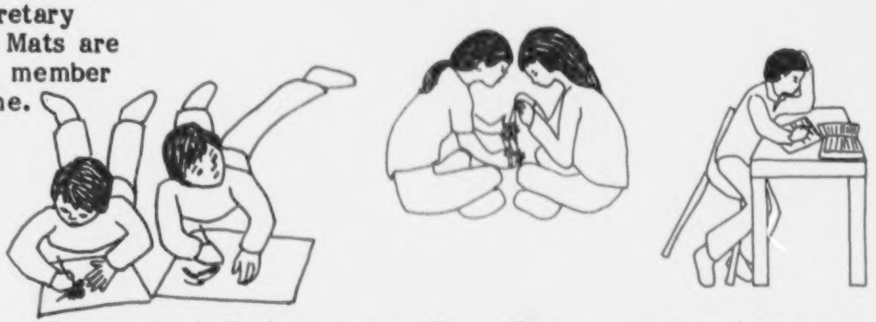
Five youngsters recreate an office. They divide themselves into roles as president, vice-president, secretary and general office workers. Mats are propped up. Nearby, a staff member and a child play a board game.

DRESS-UP



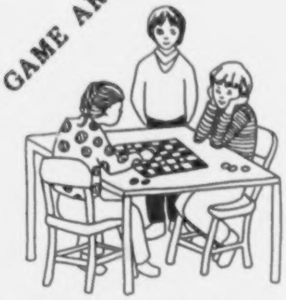
Putting on adult-size clothes, three girls and a boy are absorbed in playing house.

OLDER CHILDREN'S ROOM

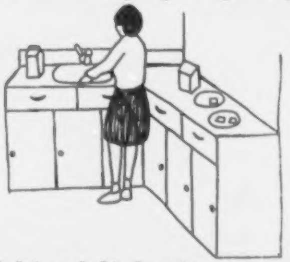


Across the hall, in the sometimes library, two preadolescents sketch on drawing pads. Two others play a game; one continues his homework.

GAME AREA

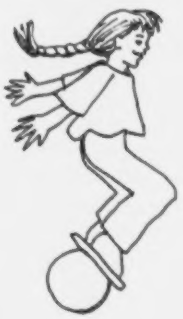


Two challenge each other to checkers while one enjoys spectator sports.

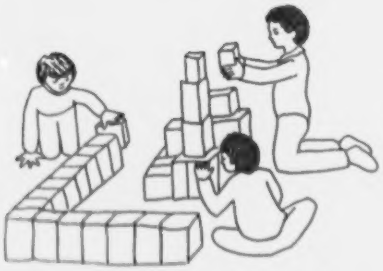


The eight adult leaders are strategically spaced throughout both indoor and outdoor arenas. One is in the library with her group; four are in the main room; two are outside; and the eighth is in the kitchen cleaning up snack.

OUTSIDE PLAY YARD



The remaining twenty children hop on pogo balls, play dodge ball, jump rope and participate in mini-tennis game and other active games.



A large structure has been erected out of wooden blocks by three "builders". They position the largest blocks so that others will not knock down their work.

From: "School-Age Ideas and Activities for After School Programs" by Karen Haas-Foletta and Michele Cogley. Soon to be published by School Age NOTES.

Wellesley School-Age Care Expert In NAEYC Board Elections

Michelle "Mickey" Seligson is the leading expert in the field of school-age care. She has been the Director of the School-Age Child Care Project at Wellesley College for the past ten years. She is running for election to the Board of the National Association for the Education of Young Children (NAEYC). The ballot appears in the May issue of "Young Children."

SAN: How do you see school-age care fitting within the scope of NAEYC's mission?

Seligson: NAEYC, by the definition of early childhood education, includes children from birth through age eight. Therefore, school-age care is a legitimate part of NAEYC's mandate.

Beyond that, the field of school-age care is just as important to children, as early childhood programs are to preschoolers. Children in SAC may be benefiting in ways that have not been measured because we are not doing longitudinal studies. However, many of us see the benefits of quality programs.

NAEYC's guidelines for developmentally appropriate practices recommends child-centered programs that allow children to grow in all areas of development. This philosophy, while seldom evident in our elementary schools, is directly aligned with quality school-age care.

SAN: What role do you see NAEYC playing in reference to school-age care?

Seligson: NAEYC has a role in speaking for the staffing and salary issues which directly affect school-age care. We need to depend on NAEYC to take a lead in advocating for staffing and salary improvements. NAEYC can also benefit from the training experience of this field. SAC has been responsible for its own improvement rather than having available university or federal training, such as CDA. As a field, we have developed training models directly from a "best practices" approach.

SAN: What about NAEYC's role related to school-age care programming?

Seligson: NAEYC has the responsibility to help spread the message that school-age child care is, not only valuable from a safety point of view, but also from its programming approach which is growth enhancing without being academic.

The growing number of school-age professionals has helped develop and improve not only school-age care but the whole child care field. These professionals are a valuable resource to NAEYC as the Association expands its scope from its traditional preschool and kindergarten focus to include the elementary-age programs.

A child-centered approach is not limited to the preschool setting. The preschool - school - and after school programs are interrelated in that they should all reflect the developmental and individual needs of the child. Each setting has something to learn from the other. Informal learning environments may be as important as, if not more important than, formal learning settings.

Because of the important contributions of school-age child care to the developmental needs of children, it should not be short-changed because it is different. Preschool, school or school-age care — all should be equally valued in terms of funding, monitoring of quality, and seriousness of purpose. SAC professionals, working with NAEYC, can assure that this happens.

SAC conferences

WHEN SCHOOL OUT - WHAT THEN? 4th Annual Conference
Lancaster, PA
July 27-28, 1989

Contact:
Marcia Gluntz / Lisa Zimmer
717-396-6800 / 717-393-1735
Lancaster YWCA
110 Lime St
Lancaster, PA 17602

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Editor/Publisher: Richard T. Scofield
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Artist: Annette Shaw
Published Bimonthly in Nashville, Tennessee

CSAC Empowers SAC Professionals

In spite of a flu that struck both presenters and conferees, The Seventh Annual School-Age Childcare and Recreation Conference boasted over 1000 in attendance and over 150 workshops. The largest school-age care conference in the country, it influences, not only California, but the rest of the States and Canada. About ten per cent of the participants were from out of state, including Connecticut, Missouri and New Jersey. Fifty per cent were from recreation programs.

Concerns Voiced:

o School-based, school-administered programs that are not licensed, have an adult/child ratio of 1:25 and tend to be extension of school and adult-directed;

o Finding and training qualified staff;

o Supervising and motivating staff, especially those with minimal school-age training and experience;

o The reputation of leisure activities as frivolous.

Ideas Shared

Fund-Raising: One program, located near a limited parking area, rented their parking lot spaces during weekend sports and entertainment events. Their profit? $2000 !! (Dawne Stirling, Seattle, WA)

Supervising: Supervise a person as they need to be supervised, not as you like to supervise or as you like to be supervised. (Ann Phillips, San Francisco, CA)

Effecting Legislation: Form a coalition, Document facts, Assess needs, Set priorities, Tally costs, and Locate money. (Diane Link Schinnerer, Mayor of San Ramon, CA)

Coalition-Building: Learn to use the language of the different groups. Avoid trigger words that induce separation. For example, some school staff react negatively to the term "child-directed". Instead, talk about child-selected experiences. (Sue Lawyer, Tulsa, OK)

From Workshop Descriptions:

"OK Everybody - Lineup" Too much regimentation and bootcamp techniques discourages creativity and spontaneity. A look at alternative techniques for running a program with more warmth and caring. (Edna Gibson, Clayton, CA)

"But What Will the Parents Say?" Working together with parents, community agencies can provide important healthy sexual development components to child enriching programs. Involving parents will ensure program success while supporting their parenting role. (Carol Lyke, San Francisco, CA).

For more information about the consortium, contact:
CSAC, 3221 20th St.
San Francisco, CA 98110
415-826-1669

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PROFESSIONAL RESOURCES

___ HALF A CHILDHOOD: Time for School-Age Child Care	12.95
___ Day Care Management Guide	29.95
___ Activities for School-Age Child Care An NAEYC Publication	6.95
___ WHAT'S YOUR NEXT MOVE? (A board game for staff training)	34.95
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School-Age Child Care: Achieving Excellence
Advanced Seminars in Day Care Administration at Wheelock College
June 18 - 23, 1989

Designed primarily for directors of existing SACC programs. Also, appropriate for newcomers to the field.

Participants will learn:

- How to evaluate space, curriculum and schedule
- How to recruit, train and supervise staff
- How to serve the special needs child
- Administrative models and role of public schools
- Elements of quality
- Current developments in policy, regulations, and legislation

Contact:
Advanced Day Care Seminars
Continuing Education
Wheelock College
200 The Riverway
Boston, MA 02215
617-734-5200

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Developmental Learning Materials, 1 DLM Park
Allen, TX 75002
800-527-4747

SACCA News

School-Age Child Care Alliance Second Annual National Conference
November 1, 1989
1989 NAEYC Conference
Atlanta, GA

A full day of training opportunities for the practitioner and administrator. A Practitioner Track and an Administrative Track will be offered in this full day of training.

An Update Session on SACC policy: Local, State, and Federal
November 2, 1989, 9 - 12N
1989 NAEYC Annual Pre-Conference Session

This half day session will bring together SACC practitioners with state and local policymakers and administrators to present an update of local, state and federal policy initiatives on SACC. Speakers will share successful models of coordination, planning and financing for start-up, expansion, and improvement of school-age programs. Seed grant programs, city-wide coordination projects, technical assistance and training projects, use of public schools, and welfare reform projects will be discussed.

Contact: Ellen Gannett
SACC Project
Wellesley College Center for Research on Women
Wellesley, MA 02181
617-235-0320 Ext 2544

JULY
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1989
VOL IX #6

School Age NOTES

The Newsletter for School-Age Care Professionals

Promoting the Flow of Creative Juices Within the Boundaries of Safety and Security

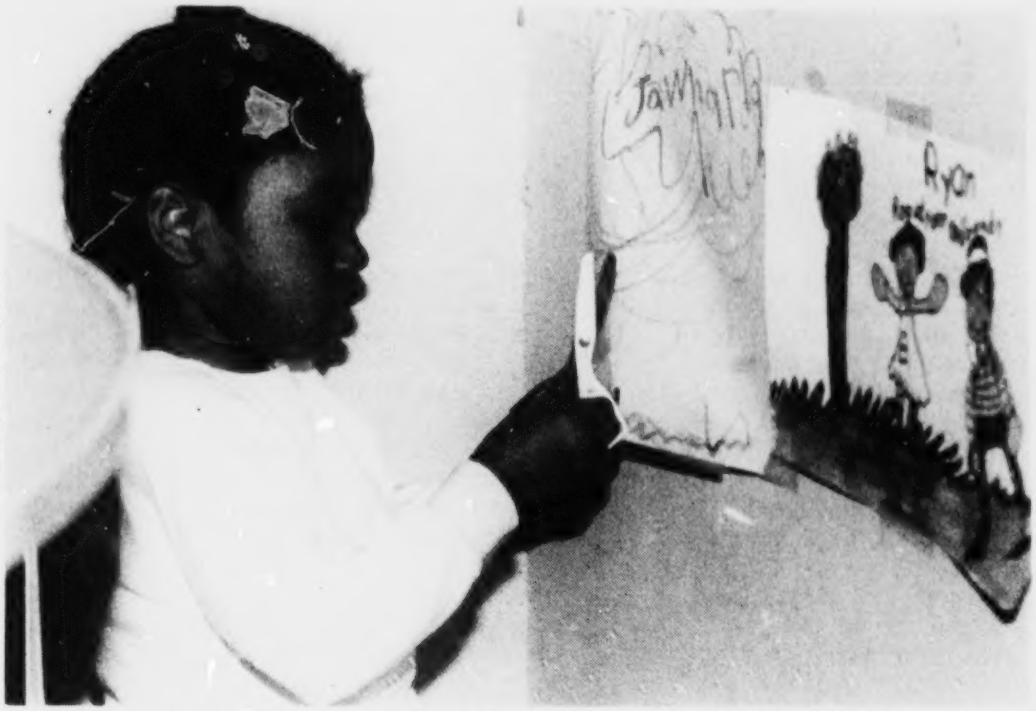

Photo by George Walker. Downtown TSU Child Care Center - Nashville, TN

A school-age girl contemplates before adding the finishing touches to her artistic effort. Notice that the edges of the drawing paper in this photo and the fingerpainting tray in the photo below act as safe borders within which school-agers can pursue creative risks.

Photo by George Walker. [illegible] Center ASP - Nashville, TN

Being an "artist" may have some drawbacks, as shown by the wrinkled nose on this young school-ager.

INSIDE

What Is the Magic of Coloring Books?

Fostering Cooperative Working Patterns

Reaching Beyond Time-Out

Controlling Aggressive Children

Stumbling Along the SAC Professional Path

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Stumbling Along the SAC Professional Path

Like the long, uphill battle of African-Americans to be bona-fide, integral, full members of the United States, the child care profession has struggled to be accepted and worthy, both in their own and society's eyes.

SAC, as part of child care, has been encumbered by two historical impediments. Women, too long viewed as "second-class citizens" make up the majority of child care professionals. Especially in the child care field, women have tended towards sacrificing their own needs (including financial) for the betterment of families and society.

This problem relates to the second stumbling block. Although we, as a country, give lip service to the importance of caring for children, we do not give concrete evidence that we believe what we say. We willingly pay baseball players and entertainment figures millions of dollars in salary. Yet, as a nation, we reluctantly pay minimum wages to carers and educators of children. A child care professional receiving thirty thousand dollars a year is considered highly paid!! For direct caregivers, the figure drops to fifteen thousand.

Similar to African-Americans, we are seeking to change lip-service to reality by changing our name. From nursery school teacher to child care worker to caregiver to child care professional. SAC also has been trying out names: leader, group leader, counselor, camp counselor, school-age care professional.

We continually change our label - our name - in hopes of changing how we perceive ourselves and how we are perceived.

In "Early Childhood Job Titles: One Step Toward Professional Status" (Young Children, 9/82) Hostetler and Klugman assert:

One of the first requisites to professionalism will be self-definition, and the recognition that the early childhood field needs to identify commonalities among those who work with young children, while allowing for diversity.

However, finding a common name has not been easy. In the same article, the authors recommended four job titles for the different levels of responsibility. None of those job titles are in common use today, seven years later!

Changing Our Name is Both Not Easy and Not Enough.

What is needed is a total turn-about. We cannot depend on our communities to value our professional work unless we are willing to take the first steps. Having a unifying name would be helpful, but not essential.

What we must do is reject conditions (low pay, low status, nonexistent benefits) which say to ourselves and others that we are not worth more and which undermine the important contributions we make. We need to seek out and accept conditions (higher salaries, real benefits, better working conditions and developmentally appropriate practices) which support us: the professionals who care for our future.

As we enter the 90's, we can see definite signs of emerging professionalism. These signs include:

[] The increasing demand for higher salaries for direct care workers and directors. In one case, a new director made it a condition of acceptance that the salaries of the child care workers be raised above minimum wage.

[] Preliminary work to develop standards for quality and accreditated SAC has begun. This would extend the NAEYC accreditation requirements.

[] A blossoming awareness that, for many connected with SAC , this is not just work for a year or two. Instead, this is life-long work, devoted to promoting and ensuring quality care for school-age children.

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Artist: Annette Shaw
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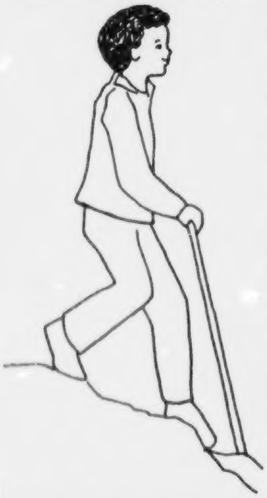
Now that you have had time to get a walking regime in place, using the ideas in the May/June '89 issue, here are few more suggestions to explore.

Walking Sticks Hunt

Go on a walk-hunt to find walking sticks. Look for materials, such as tree branches, discarded broom sticks or mop handles. Walking sticks can be made out of oak, hickory, maple, aluminum, hard plastic.... The best length to make the stick is from ground-to-wrist or from ground-to-elbow. Let kids experiment to find the best length for them.



Walking Easier

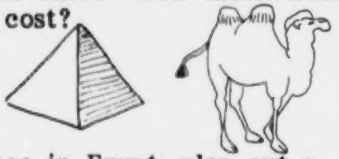
Try this exercise to see the benefits of walking sticks. First, one child steps on a scale and notes their weight. Then, while leaning on a walking stick, they note their weight again. The difference in weight is what is shifted from their leg muscles to their upper body. The stick helps them use more of their body, thus added muscle power to move forward, especially on uphill terrain. Make a big chart to record their weights with and without sticks.

Testing Roads

Walk on different road surfaces and terrains: paved, dirt, rock, cobbled, sandy beach, hilly, small mountain, stream beds, muddy fields. Compare time, energy level, muscle response (tired?, aches?, no difference?), enjoyment....

Travelling Egypt

Take a trip to Egypt, by foot and fantasy! Using a pace of three miles per hour and a daily schedule of five hours of walking per day, how long would it take to "walk" to Egypt? Map out the route you would take. What other means of transportation would be needed? How long would that take? How much would it cost?



Once in Egypt, plan out a walking tour. Where would you go? What would you visit? What supplies would you need? What kind of food would be available?

Additional Activities:

Visits from a person who has lived in Egypt, an archeologist who knows something about "Egyptian digs".

Planning, making and hosting an Egyptian snack or lunch.

Trips to the zoo to see animals that live in Egypt. This could also include a camel ride!!

Read "Take a Trip to Egypt" by K. Lye. 32 pgs

My Strong Players

Play the traditional game of "London Bridges Falling Down". Two kids face each other and form a "bridge" by raising their arms up and holding each others hands. The rest of the kids walk under the bridge while everyone sings: "London bridges falling down, falling down, falling down. London bridges falling down, my fair lady. Build 'em up with bricks and mortar, bricks and mortar, bricks and mortar. Build 'em with bricks and mortar, my fair lady".

At the end of each verse, the bridge falls down and "captures" the child under the bridge. The captured child then chooses side of the bridge they want to join. The game continues until everyone is part of one side of the bridge. Then, play a team game, such as TUG OF PEACE.

Note: Change the words of this old tune to a more updated, relevant and non-"ism" version. Use your own town or state instead of London. Substitute "my strong players" for "My fair lady".

Given that the poor condition of our country's bridges has been a current concern, this game can be used as a starting point for a discussion of this problem. Visits to different bridges (with an engineer along), building bridges out of blocks and electrosets, making maps of the city and routes people would have to take if bridges were not present, taking the bridgeless trip on foot or by bus are all related activities.

The activities on this page were chosen to help children be more aware of how boundaries (structure) affect how we feel and act. With increased awareness, children can learn to add, modify or remove boundaries to help them feel and behave better.

Close Or Too Close?

The object of this game is find out about one's own personal physical and psychological space.

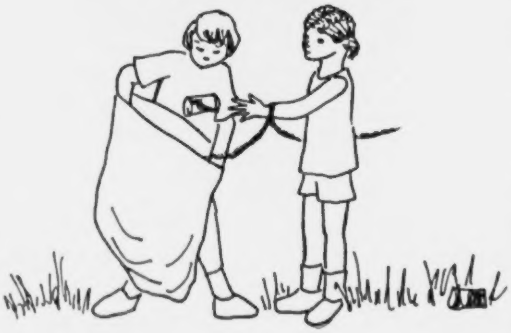
- Divide kids into groups of five.
- Each player takes a turn at being the center, with the other four forming a circle around them.
- The center player performs an activity of their choice: sings, reads a poem, acts out their favorite thing to do (shoots baskets) for their group. Before the center player begins, they silently communicate how close or how far their small "audience" should stand. The "audience" should always maintain a complete circle around the center player.
- After each child and adult leader has had a chance to be center "ham", discuss individual preferences for physical distance and closeness. Ask: How can we know how close or how far to get to another person? How to we tell others to come closer and to stand back? What kind of body language messages do we use?

Hold On!

★Give each player a small paper bag and a list of objects to collect. For indoors, the list might include paper clips, computer paper, a piece of gum, a crayon, baseball card,.... If playing outdoors, stones, leaves, twigs, candy wrapper, bottle cap, could be listed.

★Divide into groups of six or stay as one large group. Give each group a long rope. On this rope hunt, there are two rules:

1. Find each object on the list and place it in your paper bag.
2. Hold onto the rope with one hand at all times.



★Allow about fifteen minutes for players to find all the objects.

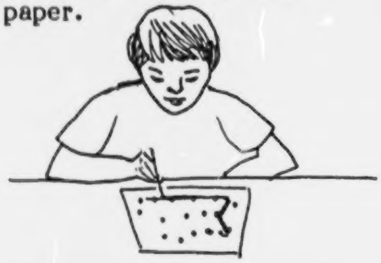
Variation: List materials that can be recycled. Plan to:

1. use the collected items to recycle into an arts & crafts activity; or

2. take the items to a recycling center. Use the "earned" money to buy a piece of play equipment for the program.

Seeing Dots

Direct kids to cover a plain, 8 x 11 paper with random dots. Then, they swap their paper with someone else. Next, they draw lines from dot to dot to create an image. Tell the kids that there is no right answer to this "dot-to-dot". It is up to them to look, decide and create out of all the dots on their paper.



Backward Bodies

A different twist to a favorite self-concept activity.

Each child lies down on a large piece of plain paper. Another child traces their body outline, from head to toe, on to the paper. Next, they cut out the shapes, turn the paper over and color their own image from the back.

Many children do not think about how they look from the back! This will give them the opportunity to explore this "other side" of themselves.

Have them write their names on the front side. Display on the walls and see who can guess who's who.

Seeing Dots is from "The Incredible Indoors Games Book". Thanks to Nancy Maher for contributing Backwards Bodies and Seeing Dots.

Controlling Aggression Is Not Enough

Within a group of twenty children, aggressiveness will probably be a problem for at least one child and frequently more. Obviously, this can be difficult for all the children and for the adults who care for them. Understanding the aggressive child can help formulate effective responses.

Children act aggressively, using their bodies, threatening words or objects to:

- Defend and protect themselves, their "property" or their perceived "rights";
- Get what they want or need from another person;
- Harm themselves or others OR destroy property for no direct or apparent benefit;
- Imitate superheroes.

Aggressive children learn that a forceful gesture can bring about a desired result. And if not the intended result, the loud protests of another child and the undivided - albeit negative - attention of the adult provide ample reinforcement for the aggression. With similar interactions at home, the aggressiveness is maintained and becomes a self-perpetuating pattern of interacting. Once established in school-agers, such behavior patterns are difficult to change.

Adults often fail to model the positive social interactions that they expect of children. Adults interrupt children when they want to speak. Adults pit their greater strength against children to force compliance. Children are told to "share" and to say "I'm sorry" as if the meaning were *inherent in the words. They are put in "time out" for fighting over a game.

If not the school-age professional, and if not the family, who provides the model to help children explore positive solutions that show respect for others? Removing a contested item fails to give children examples for resolving aggressive conflicts. Reminding children to "use words, not fists" is not enough. What words? How do they use them?

Modeling a specific appropriate phrase and having the child repeat it to the other children, gives a tool which can be the beginning of independent use. Asking children to pose their own solutions gives the responsibility back to the child and puts them in control. Aggressive children will take satisfaction in experiencing positive interactions with their peers.

On the other hand, children can become powerful mediators of their peers' behaviors by learning skills to deflect aggression. With adult support, kids can learn to say "Stop! This is mine" which can serve as a restraint to aggression.

The build up of feelings and perceptions of a world out of order, to which children cannot intellectually or intuitively make sense, results in frustration, anger, hostility, fear and helplessness. Children who feel powerless are frequently non-compliant as a means of exercising control over their world, albeit a negative one.

Some aggressive children display the macho behavior of the ultimate conquering hero while inside they are frightened and insecure. Their exterior is a mask for their inner feelings of not being in control. For the adult, the challenge comes in "listening" to what children are saying with their behavior. Then instead of offering resistance, the adult must look for ways to help children assume legitimate control over their own actions.

Looking Inward

As professionals who care for school-age children, we need to examine ourselves, and see, if what we are doing is meeting both our needs and the child's needs. Are we asserting our authority and our greater power over them to show who's boss? Are we secure enough to acknowledge and support children's growing independence and need for personal power? By affirming who they are, we can can guide them from powering over others (aggression) to sensing power from within themselves. Power from within allows one to wholly value one's own self and to value the self of others.

<><> By Doris Martin, Phd candidate in Child Development at Virginia Tech.

Boundaries Help Kids Stay in the Game

Kids are forever pushing the limits of their boundaries. They are like the rest of the animal kingdom — growing and stretching, pursuing their vast potentials. We need to realize and accept this part of their nature. In fact, we should start to worry if this is not happening!!

School-ager need limits. Yet, we need to be extremely careful how much we limit them. It is a fine line between maintaining control and stifling growth, creativity and self-expression. Get ready to spend a lifetime adjusting and fine-tuning boundaries. Get set to have fun at the same time. On your mark? GO!

Physical Set boundaries that are crystal clear. Use lots of cones (one every one to two feet) or bright yellow rope, if you are outside. Enlist the kids to help set up the limits. Make it a game to learn where the boundary is. This can be as simple as creatively moving around the perimeter: hop, skip, shuffle-step, go backwards.

Before starting to play, decide on a natural consequence for going outside the boundary, like "Come back in, but you're frozen.".

And now, ladies and gentlemen, the tricky part you've all been waiting for...

Behavioral In a similar way that kids need to see and understand the physical boundaries, they desperately need to know what actions are supported by you, the leader, and which ones are not acceptable, especially in a group context.

Behavioral boundaries also need to be as clear and consistent as possible. When setting up and asking for adherence to behavioral guidelines, be doubly sure that a double standard is not in effect. Kids are extremely adept at seeing a double standard; leadership will be undermined in no time. Be equal in treatment of various behaviors.

As an agency, school, program or family, sit down, negotiate, and write out a set of behavioral guidelines. Use a process of consensus to reach decisions on specific guidelines. Keep open minds, compromise when necessary, and agree to pitch-in unqualified support. Be sure to leave room for different styles and personalities.

Each guideline walks a fine line between being too strict or too lenient, too specific or too general, or simply not clear enough.

Let's define a good behavioral guideline, by example.

- Listen with quality attention to the leader and other kids when they have the "floor", as they speak.
- Define one's own personal space. Recognize that others have their own personal space. Respect the personal space of others by leaving it immediately when asked by leader or child.
- Treat others with respect by asking politely, in a normal voice, "Please leave me alone".
- Recognize which actions are in the "spirit of play" and which are not. Adjust behavior to fit into the "spirit of play".

In addition, consider developing guidelines for taking turns, transitions, disputing rules, who has the "floor".... Create a "Definitions Sheet" for concepts which may be fuzzy, like "The Spirit of Play". This will strengthen and clarify the meaning of the guidelines for both kids and leaders.

Like Escalante in the movie, "Stand and Deliver", be firm and even-handed in facilitation of guidelines. We cannot permit unacceptable behavior to go unquestioned for even one day, and then expect the kids to adhere to the guidelines the next day. We undermine both kids and other staff when we make exceptions.

School-agers will usually push the limits, so be ready. In fact, follow an old samurai saying: EXPECT NOTHING — BE PREPARED FOR EVERYTHING!

Adapted for SAN, this excerpt is from: "How To Play With Kids: A Field-Tested Nuts & Bolts Condensed Guide to Unleash and Improve Your 'Kid-Relating Skills'. $10.95 ppd. PLAY TODAY, PO Box 1891, Pacifica, CA 94044. Author Jim Therrell is a regular SAN columnist. Call Jim for details on his national seminar, How To Play With Kids, at 415-359-7331.

What Is the Magic of Coloring Books?

Is it tradition? Year after year, coloring books and crayons have stuffed stockings, baskets and trick-or-treat sacks. Grandma brings them when she visits. They are tucked into suitcases and backpacks on family trips, and in lunch boxes en route to school.

Is it the price? Coloring books are affordable, readily available and plentiful to purchase.

Is it the safety and comfort this pursuit offers? Children seek safe boundaries. For every freedom children need in order to be creative, they also need limits to feel safe.

These limits are secure boundaries which hold in place a world they can safely explore. Schoolagers are, in fact, rulebound. They are constantly seeking and setting limits, then challenging those same limits.

Coloring books provide those clear, well-defined, bold perimeters, in which children can choose any page, blend any color, try new colors, and then dare to overstep those decisive black lines by venturing outside them, even if just for a moment.

In today's turbulent world, filled with childhood responsibilities and unclear messages, those bold lines must feel safe within which they can play. Children can do what they do best; take our black-and-white world and fill it with color. As pages become brighter and more alive, adult borders melt into background. Safely present for children to see, the lines become only as prominent as the children need them to be.

Children find safety in numbers. Friends can share comfortably together, maybe just a crayon or two, or insights about shading light and dark tones. Most importantly, children can, as they color, share friendships and conversation .

Because coloring books are a peaceful retreat from the intense world of invention and competition, they can also provide a private, solitary activity choice during quiet times, perhaps in lieu of a nap, or after a challenging game of limit and skill testing.

Is it the content? Coloring books sometimes carry society's messages. Books about bus safety, a trip to the firehouse or dressing for the weather convey that we care enough to want them to take good care of themselves.

Scientifically, dinosaur coloring books are always exciting. New research shows that dinosaurs might have been brightly colored, making children's depictions of dinosaurs' color as authentic as the archaeologists' sketches.

Books of children, costumes of foreign lands, old fashioned dolls, flags, folklore, model planes or classic cars allow children to sample history, while children who enjoy math might prefer mazes or follow-the-dots.

Geometric design books, such as "Pattern Pads" from Hazel Mill of Leeds, England, provide endless opportunities to create original and beautiful patterns of color and form.

Whatever the reason children choose coloring books, whether to explore limits, friendships, quiet moments or content, they must be fascinated as they watch a sketch transform into life at the touch of their fingertips.

Kindergartener Sara sums it up this way, "I like to color a whole lot, even before I watch TV in the morning. I like coloring books better than plain pieces of paper." First grader Leah agrees, "If I don't know how to draw something, I just use a coloring book and it looks like I drew it." Sara continues, "If you don't have a picture that you like, it's okay. You could just draw one."

<>< By Nancy Maher. She is President of the Mid-Hudson AEYC in Poughkeepsie, NY. Thanks to Jennifer Birckmayer, Senior Extension Agent for Cornell University, Betty Smith, Early Childhood Specialist and Dutchess County YWCA Director of Programs, Lois Nichols, Professor Emeritus from the State University of New York at New Paltz for their input and to Poughkeepsie YWCA After School children for their opinions for this article and the information on coloring books and crayons on pages 8 & 9.

The In-And-Out-Lines of Coloring Books

From the artists' point of view, coloring books limit children's creativity. To present children with a preconceived version of what an object looks like is to deny children the opportunity to discover and portray that object for themselves. It is like giving a professional artist a paint-by-number kit. Early childhood educators agree that children need to grow from their own discoveries and interpretations.

THEREFORE

- Use coloring books as options, not assignments. Balance them with other choices, including many free-drawing opportunities. Children, who like to draw, might make coloring books for others who prefer just to color.
- Monitor the messages in coloring books. Foster healthy messages of self-esteem and social respect. Avoid commercialism, violence, sexist and racist overtones.
- Coloring books are task and industry-oriented. They are more of an exploratory craft than an art form. To grade them or use them in contests or competition is to threaten their most popular purpose: a safe, comfortable, self-gratifying pastime.

Crayons Have a Magic of Their Own!

MUNCHING MURALS

Obtain donated end rolls of paper from publishing and printing companies. Cover a picnic (or long) table with a large end-of-the-roll paper. Several children can work together to create a tablecloth mural for a picnic, party or snack time.

A SPRINKLE OF COLOR

The magic remains even after crayons are worn down. Remove all the crayon wrappings. With an old grater, shave crayons into brilliant bits of color. Sprinkle shavings lightly onto any surface (a square of wall paper, tile, construction paper) or work of art, painting or collage. Put in hot sun to melt into a new creation.

MORE SPRINKLES

Place shavings between two pieces of wax paper. Press with an iron set on low. For a stained glass effect, add a black construction paper picture frame. Connect the frame from side to side with thin, wavy strips of black paper.

SQUIGGLING

Create designs by scribbling in and out over the surface of a plain piece of paper. Next, color in the various swirled sections.

FASHIONING FABRICS

Purchase fabric crayons at art or fabric stores. With these special tools, draw a design or picture on a clean, plain white paper. Print words backwards. Turn the crayon drawing face down, centered on top of fabric. Iron,* (high, hot setting), the back of the art with a high, hot setting. An old sheet can become a wall hanging, curtain or story rug, filled with ironed-on drawings. Sometimes tee shirt stores will donate their misprints or seconds for children to decorate as smocks or sleep shirts. Rectangles of felt can be ironed with fabric crayon designs for book markers or pin holders.

* With adult supervision

PAINT-WASHINGS

Add watercolors to finished crayon sketches to make "rainy days", "sunny days", or just fun effects. Children draw their pictures, then paint the entire surface with a wash of thin, light yellow or blue water-based paint. The crayon wax will repel the water, causing the picture to stand out from the "rain" or "sun" all around. some crayon products have an oil content, causing water to repel more dramatically.

Crayons Have a Magic of Their Own!

CRAYON PLACEMATS

Use the same techniques of "More Sprinkles", but start with two 9" x 12" pieces of waxed paper. Sprinkle shavings or draw directly onto one piece of waxed paper. Add other materials, such as leafs, twigs, string, pipe cleaners, to create the desired effect. Place second wax paper on top. Iron to melt crayons and seal paper together. Give as gifts, use at meals or a special event.*

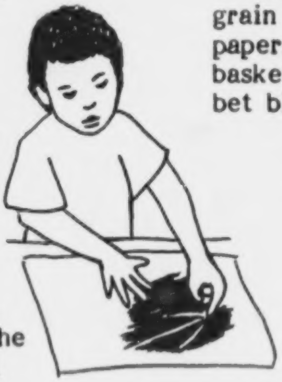
PAINTSHAVING

To make a different kind of paint, treat those leftover crayons to another metamorphosis.

Place shavings into muffin tins. (Keep each tin a separate color or mix colors to create new shades.) Place muffin tin in an inch of water in an electric skillet. Heat slowly til crayons melt. Paint away!*

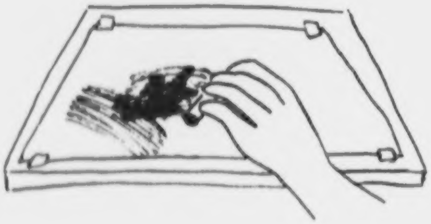
HIDDEN TREASURES

Cover a small area completely and randomly with different colors, but not black or brown. Then hide the entire surface of colors by covering with black crayon. Using a darning needle or blunt nail, scratch a design through the black, "finding" all the colors beneath.



WARM-UPS

To intensify the brilliance of crayon color and to change the texture and effect. Tape a paper on top of a warming tray (used for buffets). Children draw their pictures on top of the warm tray as the crayons melt slightly. Blues and greens blend for ocean waves; oranges, reds and yellows for sunshine.



TALENTED TEXTURES

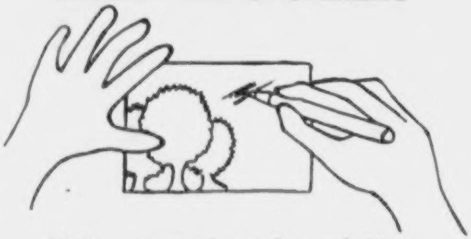
Hold old, unwrapped crayons sideways for "rubbings". Children capture textures by placing a paper over anything: tree bark, picnic tables, pegboards, fruit or grain sacks, corrugated paper, pieces of strawberry baskets, wooden and alphabet blocks, or screens. Then rub with crayon until the pattern appears through the paper. School-agers + old crayons = rubbings of local history in antique gravestones + an interesting field trip.

CRAYON CANDLES

Unwrap broken crayon** pieces. Insert candle wicks in the center of any candle mold (paper-lined muffin tins, paper cups). Fill mold with crayon pieces. Pour melted wax over the crayons and allow to harden. Voila'! Candles for gifts, the Friday night camp-out or room decorations.

* Use only unwrapped and all-wax crayons. Do not use chalk or oil-blended products.

SHADY TRANSFORMERS



Make several copies of the same picture (from a coloring book, newspaper, magazine or own creation. Color each drawing but use different shades on each one. Try using a differnt color to outline each copy. How does using different colors affect how the drawing looks and the feeling it produces? *

* Crayon Placemats and Shady Transformers are adapted from "From Kids With Love". Paintshaving is from "I Can Make A Rainbow". (See p. 15)

Fostering Cooperative Working Patterns

Competitiveness is part of our national culture. Even as we advocate for and promote cooperativeness among children, we continue to want to "do it ourselves". We often feel we are failures or unsuccessful, if we have to ask someone for help. Much of this is related to our school experiences where we were taught that asking other classmates for help was "cheating". Asking the teacher for help too often brought a negative response: a message that we should be able to do our work without help.

It would nice to think that today's children are receiving different messages than ten, twenty or thirty years ago. But, this is not so. In spite of all the knowledge we have about the merits of cooperation and the know-how to teach cooperative attitudes and behaviors, schools continue to promote competitiveness.

A recent study**, summarized in "Growing Child RESEARCH REVIEW" (5/89), indicates that "the child's work place - the school - is an intensely competitive setting where cooperation may be neither encouraged nor rewarded." Cooperative behaviors, such as asking for help, giving assistance and working together to solve a difficult problem are often viewed by the adults as negative, dishonest behaviors.

Contrast this to the adult world where cooperation, asking for and giving assistance and problem-solving together are essential work skills.

"TWENTY BIRDS"

PURPOSE: This training exercise is designed to heighten our awareness of this competitive approach and to foster more cooperative working patterns. This can be especially helpful for newly-formed program or for programs experiencing an influx of new staff.

WHAT TO DO:

- Give each person a paper and pen.
- Tell them they have thirty seconds to complete the assignment.
- Instruct them to make a list of twenty different birds. DO NOT GIVE ANY OTHER INSTRUCTIONS!
- STOP after thirty seconds.
- Ask the staff to share how many they came up. Few people will have more than ten birds.
- Make a list on newsprint of all the different birds the whole group had on their separate lists. This list will be more than twenty. Point out that the instructions only directed them to make a list of twenty birds. No mention was made that persons could not work together.
- Discuss competitive and cooperative approaches in the workplace. What can we do to promote more cooperation?? In what ways do we discourage cooperation in children? How do we promote cooperation?
- Brainstorm ideas to reinforce cooperative behavior among staff and among school-agers.

The "TWENTY BIRDS" exercise can also be used with older school-agers as a springboard to discuss this issue. After the discussion, choose a competitive activity or game, such as basketball or Uno. Problem-solve together how to change it into a cooperative game. Then, play it. Revise the game as necessary to make it more fun and more cooperative.

** The research findings of George Engelhard, Jr (Emory University) and Judith A. Monsaas (West Georgia College) are published in the "Journal of Research and Development in Education" (Vol. 22 #2).

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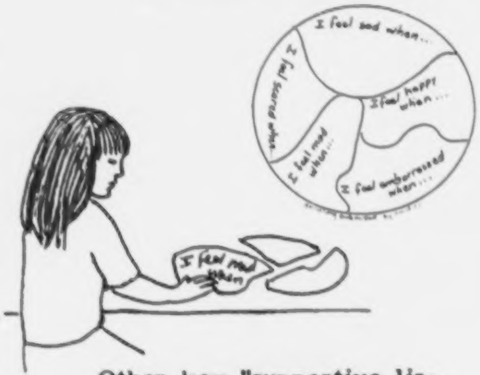
Supportive Listening: Another Piece in the Puzzle

"But I do listen to the older school-agers. I listen everyday." Most of us feel like we are listening and that we try to be supportive in our listening efforts. Are we really hearing their messages? Are we letting them know that they have been heard?

What is the difference between listening to kids and "supportive listening"?

In "supportive listening", a person first listens, hears the message, and tries to understand what is being said. The next step is to convey understanding and acceptance through a non-judgmental verbal response. To be effective, the listener needs to both want to listen and be willing to devote the time it will take. This may mean that adults and kids will need to set aside specific times when they can spend the necessary time in "supportive listening".

Example: Sabrina, twelve years old, has just started macrame-ing a plant hanger. You, the school-age leader, glance over as Sabrina throws down her rope and yells, "I can't do this!". Normally, you might say, "Sabrina, just give it a chance. You're just getting started.". Instead, you decide to you use "supportive listening" skills. You remember to reflect back the feeling you hear in her voice and see in her body movements. You say, "Sabrina, working on the macrame seems to be difficult or frustrating for you." This allows Sabrina (and other children) the freedom to tell you how they feel without judgement on the part of the listener. Sabrina will then feel safe to say, "The rope keeps getting all tangled. I can't keep it straight." To which, you can say, "Would you like some help?"


I feel sad when...
I feel happy when...
I feel embarrassed when...
I feel mad when...
I feel scared when...
I feel mad when

Other key "supportive listening" phrases are:

"It seems to me that you are feeling..."

"You appear to be ..."

"If you would like to share this with me, I would like to listen..."

Complete these phrases with words that express feelings, such as:

Good...Great...Pleased...
Proud...Happy...Angry...
Hurt...Unhappy...Bored...
Worried...Scared...Nervous.

Practice these skills in order to become more comfortable using them on a daily basis. Try them out first with friends, relatives and co-workers. Most people feel awkward in the beginning but after awhile "supportive listening" becomes a natural way of communicating.

"I MESSAGES" Puzzle

This simple activity can "open the door" to "supportive listening". Both the older school-agers and the staff will have an opportunity to practice expressing feelings and listening.

☐ Gather children and staff in a group.

☐ Make a list of all the feeling words you can come up with as a group. Post on the wall.

☐ Give each person a piece of the "I Messages" puzzle.

☐ Direct each person to complete the feeling phrase, then fit it into the puzzle formation.

By establishing your role as a "supportive listener", you begin to see other skills, such as problem-solving and participation, evolve in the children. As you relay to the kids that you hear what they say, without judgement, they will communicate clearly what they are feeling and what they want in the program. In doing so, you will be able to put more of the responsibility of programming where it belongs - with the children.

SOURCES:

1. "Parent Effectiveness Training" (Thomas Gordon)
2. "Systematic Training for Effective Parenting" (Don Dinkmeyer and Gary McKay)
3. "Tribes" (Jeanne Gibbs)

<>< By Tracey Balles Baldwin, Child Care Serv. Dir. YMCA, Columbus, OH & Flo Reinmuth, Dir. Ext. Day Prog. Groveport Madison, OH.

What To Do When Everything's Out-of-Control

In the midst of summer programming appear disasters connected with fields trips. Namely, the van breaks down thirteen miles from nowhere on the return trek from a day long trip. None of the six adults and twenty-five school-agers have any auto fix-it knowledge. Everyone is exhausted from too much fun: swimming, playing games, soaking up the hot sun and consuming food.

What needs to done to handle this disaster? How could it have been prevented?

Steps To Take

▶ Avoid panic. Take three deep breaths and remain calm. This will help the children and other adults remain calm also. Planning what to do will be easier in a relaxed state.

▶ Think through the best steps to take. Consider the safety of all the children in what ever direction you will take.

▶ Ask yourself: What's the quickest and safest way to tackle this?

▶ Observe the situation. Did you run out gas? No. Do you have a flat tire? No. Is smoke coming from the hood? No. Is anything under the hood obviously wrong? No. Is any help nearby? Yes, one of the children remembered a house about two miles back. One adult runs six miles every day and on walks three miles a day. How else can you get help?

▶ Assess your observations. Since nothing is fixable to the untrained, the best option is to seek help. How?

▶ Plan your strategy. The two adults who are in the best physical shape volunteer to walk back to farmhouse. The rest will stay with the children. One school-ager suggests tieing a white cloth to the van antenna. "Raise the hood of the van", proposes another.

▶ Implement your plans. While the two adults start off toward the house, the other adults initiate activities to interest the kids. One adult suggests a game of cards, another starts pointing out and naming birds, another gathers a few kids to sing songs. Some kids stay on the van and nap.

▶ Evaluate. After help arrives and fixes the van, the group heads home. The next day, the adults and kids evaluate how they solved the problem. They ask themselves: Did the plan work? What could we have done differently? How could we have prevented this from happening? How could we have prepared for such an event?

One thing the group came up with was that they needed to call the center to let them know what had happened. Other staff and parents were worried when the van finally arrived back, an hour and a half late.

Plan Ahead. To prepare for the next all-day field trip, this group plans to:

1. Have the van completely checked by the mechanic the day before.

2. Include someone who has some auto mechanic knowledge on the trip AND

   Receive a simple, trouble-shooting overview of the van.

3. Install a CB radio.

4. Map out the route ahead of time. Mark where gas stations, houses, markets, phone booths, and other sources of help are located.

5. Have one or two adults ride in a separate car to be a ready source of help.

By using this "disaster" as a learning opportunity, the adults and school-agers turned this into a situation where group problem-solving and community cooperation were practiced. Both adults and children are better prepared to be flexible thinkers, preventers of "disasters" and builders of communities.

Notes & Quotes From Our Readers

In Confronting Violent Play (11/12 '88), SAN explored the concerns and effects of children's violent play. We pointed out that: "One child care program forbid all gun play, toy or imaginary. Instead, the kids made pots of imaginary poison, fending off the 'enemy' with their deadly concoctions." Further on in the article, we said: "Make rules: ... imaginary war play may be allowed but war toys are not to be aimed at anything living."

Ken Rodd, from Children's Learning Center in DeKalb, Illinois responded:

A couple of issues go unresolved...

One is the distinction between aggressiveness and violence. The need to "act out aggressive feelings," like all other needs, must be fulfilled within accepted social bounds.

Another is the suggestion that imaginary war play may be allowed as long as war toys are not aimed at anything living.

Let us instead use the opportunity to distinguish between constructive and destructive solutions to conflict through children's play, so as children mature, they will know they have alternatives to violence. Let us begin where the children are, with an awareness of weapons learned from television and commercial toyland. Let us immediately establish a higher standard of behavior at the child care program.

The response of children's use of play weapons must be made a learning situation. Whether the weapon involved is a highly detailed model or an imaginary pot of poison is irrelevant and must not be allowed to cloud the issue. The issues are those of the morality of violence and the risks weapons pose to their users and everyone around them regardless of their intentions.

Rules must apply clearly to all weapons and violence play. We all know that children will pretend pots of poison if that's a permissible alternative to guns. If your policy would forbid violent play, make it clear that any weapon is forbidden because its purpose is to injure or kill. An interesting challenge is to ask kids to imagine a constructive use for a weapon. One teacher told children to put their fingers in in their pockets if they used them as guns.

Violent play can be redirected. As with any rule, enforcement must be consistent and positive. Staff will find that children will begin to disguise their play, making guns into "fire hoses" when the teacher intervenes. This is a step in the right direction: it indicates that children have assimilated the concept and the rule. Staff can then reinforce the point they are making by saying: "I'm glad you are not pretending to kill people..."

In the SAN article, we cited that "... Each year in the U.S., firearms are used by 3000 youth to commit suicide; to murder 1000 youth; and to accidentally kill 400 children..."

On this issue, Rodd argued:

We need to teach the risks involved in the use of weapons, both to user and to everyone else. The statistics... on suicide, murder and accidental death are only the youth numbers. As the survivors mature, more crimes and accidents occur. Limiting weapon play is an attempt to deal with a problem in the real world. "People get killed and injured trying to solve their problems by violence. We don't want that to happen, so here at the program we'll help you to find a constructive way to play."

Possession of a weapon is a grey area. Police carry guns, but they hope not to be placed in a position of having to use them. In some cases, action figures have detachable weapons; these can remain in the child's pocket. More challenges appear with Star Wars lasers, Ghostbusters anti-slime devices and what have you. Violence, not the capacity for it, is the issue, and the ability to make constructive choices.

SAN appreciates Ken Rodd's "dialogue" on this crucial and challenging issue.

799

Beyond Time-Out

One February morning, shortly after getting up, I called the school-age program where I am the director. The staff person answering the phone gave me the bad news: the public schools were opening two hours late due to poor driving conditions. Knowing I'd be needed to supervise the children during these "extra" hours, I got ready to go to work. When I looked out the kitchen window, I could see that most of the snow from a previous storm had melted. The sun was shining and the temperature appeared warmer.

I got in my car, didn't fasten my safety belt and drove towards the school-age building. My mind daydreamed about how silly it was for the schools to be on the emergency schedule. I was annoyed and frustrated because now the before school program would need to extend two hours. This disrupted my work plans for the day!

Not thinking about my driving, unprepared for the unusual, driving thirty miles an hour, I approached a tunnel. The road under the tunnel was clearly blocked from the sun's warming rays. I entered the tunnel and immediately lost control of the car on black ice. My car and I began to slide sideways. Without thinking, I automatically slammed my foot down on the brakes. It was a desperate move to stop the slide!! Wrong move - my car continued to slide into the opposite lane and oncoming traffic. Churning with fear, disaster seemed imminent and unavoidable.

At this point, my foot lifted off the brake and I steered the car into the slide. Avoiding the oncoming cars, I exited the tunnel, physically unharmed but definitely emotionally shook up. I had just barely gained control of my car in the last seconds.

For a long time, I kept thinking about the "black ice experience". I had been lucky that time, but what about the next time? Over and over, I reviewed the experience. I considered the different ways I might have prepared better and handled it differently. Somewhere in my reviewing and re-thinking, it dawned on me that my "black ice experience" had an analogy to time-outs in school-age programs.

Braking on ice and giving a child time-out can have similar consequences. You lose control and the situation does not improve! When I stopped braking, I was able to steer safely. When we automatically stop a child's inappropriate behavior followed by "time-out", we lose an opportunity to guide and support a child towards acceptable behavior.

My experience has taught me that school-agers do not always automatically know what constitutes acceptable behavior; they regularly make inappropriate choices. With repeated opportunities to practice and with an adult as a partner, children can learn to act in ways that work for them. They want to succeed as I wanted to safely get through that tunnel.

** Preventive Measures **
Avoid black ice slides and mishandling of inappropriate behaviors in children by:

- Stop and evaluate the situation. Avoid prejudging. Get all the facts. I prejudged the public schools' decision to open late. I was wrong and it could have cost me my life. Prejudging children can injure sensitive feelings and destroy moments in a child's life.

- Daydreaming is okay in the right time and place. Not while driving a car on potentially dangerous roads. Not while working with children. Both need 100 per cent of our attention.

- Wear a seatbelt to avoid flying off the handle when a difficult situation arises. Keep healthy and fit to help stay calm in stressful situations.

- Consider options. I could have taken a bus or walked to work OR stayed home.

- Accept strong feelings of anger and fear. They are natural reactions. Harness the energy behind these emotions. Steer in the direction of the "slide". What we do with strong emotions in a tense situation can make the difference between sliding into the tunnel OR safely steering through and out into the wide-open spaces.

<><> By Dawne Stirling, Instructor and Trainer of SACC and Director of a SACC program in Seattle, WA.

Jodie Foster Helps Rich Scofield Focus On SAC as a Process, Not a Product

The Ohio School-Age Child Care Conference was held on March 30, 1989, the day after the Motion Picture Academy Awards. In the keynote address, Rich Scofield (of SAN) pointed out that Jodie Foster, upon accepting her Oscar, thanked her mother "who taught her that ALL her paintings were Picasso's."

To Scofield, this message expressed his idea that school-age care is, not a product, but a process. SAC is not a set of activities in a book, nor is it a specified curriculum. Rather, the PROCESS of caring for schoolagers involves adults as FACILITATORS (not entertainers) and as INTERPRETERS of possible opportunities (not directors of activities).

For Jodie Foster's mother, fingerpainting was not an activity, but an opportunity to build self-esteem and confidence and to respect and honor her child as an individual. This is not a lesson plan on page 64 in a manual but a philosophy and approach one lives and practices.

"The process" involves building on the natural interests and spontaneous events that happen in children's social play, expressive play, physical play, and exploratory play — all of which are parts of free play.

"The process" is child-centered as evidenced by the materials and activity centers in the program's indoor and outdoor environments and by the staff's responsive and positive interactions with children.

As "a process," the adults and program respond to the needs of children through developmentally appropriate practices.

Rich Scofield closed his speech by saying "I believe that if school-age care, is to be successful and most beneficial to the children, it has to be viewed as a process that follows the children's interests rather than a product of continuous activities created by the staff."

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RESOURCES

SAC Conferences

— Riverside, California

Southern Tri-County CSAC Conference
September 23, 1989
Ramona High School
Contact: Don Williams
714-788-6622

— Austin, Texas

Latchkey Children: Moving Towards Solutions Conference
September 28-29, 1989
Contact: Elizabeth A Ford
Corporate Child Development Fund of Texas
4029 Capital of Texas Hwy S.
Suite 102
Austin, TX 78704
512-440-8555

Rich Scofield of SAN will present the keynote address and a separate workshop at the above conferences.

— Seattle, Washington

Washington SACC Training Seminar
Fall 1989
Contact: Tema Nesoff
YWCA of Seattle-King Co.
1118 5th Avenue
Seattle, WA 98101
206-461-7833

— Atlanta, Georgia

"Work with School Age Children" Seminar
August 14-18, 1989

Contact: Continuing Educ. Reg. Office
Georgia State Univ.
University Plaza
Atlanta, GA 30303
404-651-3456

— McLean, Virginia

Perspectives on SACC 1989 Training & Networking Conf.
October 13-15, 1989
Contact: Roberta L. Newman
American Child Care Found.
7918 Jones Branch Drive
Suite 400
Mc Lean, VA 22102
703-442-7532

— Albany, Oregon

Oregon School Age Child Care Alliance Annual SACC Conference
September 23, 1989
Linn-Benton Com. College
Contact: Colleen Dryud
SACC Project, Dept of Educ.
700 Pringle Parkway SE
Salem, Oregon 97310
503-373-1484

— San Pedro, California

Second Annual SACC Conf.
L.A. CSAC Chapter
October 7, 1989
Contact: David Pratt
805-948-5071

— Pittsburgh, Pennsylvannia

14th Annual PA Ass'n of Child Care Agencies Conference
School-Age Care Track
October 4-6, 1989
Contact: Toni Hunter
814-763-3900

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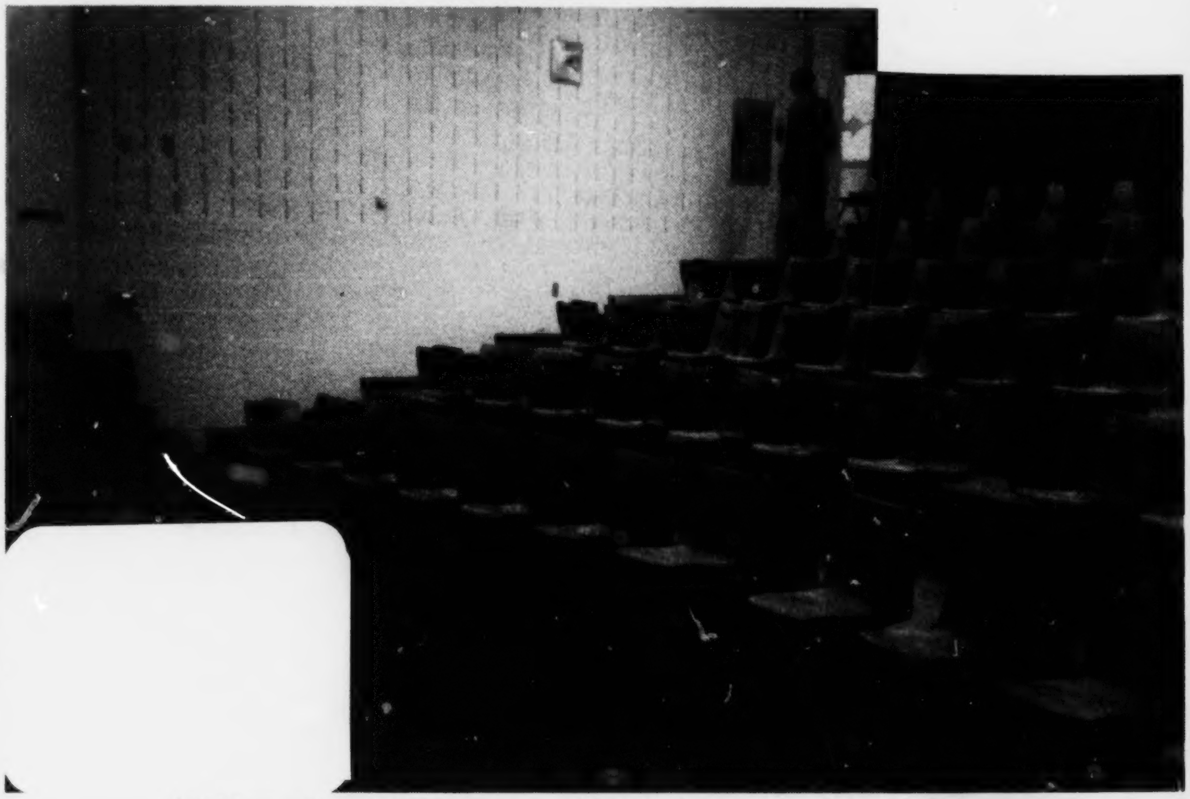
School Age NOTES

The Newsletter for School-Age Care Professionals

Shared Space: A Blessing? or A Curse?



Looking around this empty college classroom, Bonnie Johnson tries to imagine it as a fully-equipped school-age program.

Shared space is both a blessing and a curse for school-age care. A blessing because, for many programs, sharing space with another agency or service is their means to survival. A curse because many hours and much energy is tied up in the "sharing". Setting up, taking down, juggling conflicts over use of the space, negotiating limitations and healing institutional "hurt feelings" are the most frequent "robbers" of time and energy. Program planning, talking and listening to kids and parents, building "bridges" between the families, schools and the school-age program and for staff training are major components that suffer when too much energy is used to maintain shared space.

See p. 12 & 13 for story on how the school-age program at Western Kentucky University converts the above classroom to a workable "shared space".

INSIDE

A Spacial Make-Over: One Program's Story
14 Tips for Building Program Partnerships
Homework: A Parent's Perspective
"Ready or Not, Here I Come": Cognitive Development in Hide-and-Seek

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A Space of Their Own   A Space of Our Own

School-age care needs a place of its own.

Since the late 1800's groups of school-age children have been cared for in settlement houses, church basements, school cafeterias, and rec center gymnasiums. The main focus of care has been on children's safety and physical well-being. The attitude had been that elementary schools provided most of the education and stimulation children needed.

Today, school-age care is a specialized industry - a movement that is gaining momentum as more attention is being paid to resources, materials, curriculum planning, staff training, and conferences that are aimed strictly at the school-age child. The main focus of this movement is that these children have specific developmental needs that cannot be met in schools alone - needs that often must be addressed in the child care setting.

The job of satisfying these needs is so important that it cannot take place in borrowed or shared spaces.

Children must have a place of their own in order to:

- Provide a consistent environment. Organize supplies and materials, so that children can find and return things. This promotes respect of the environment and offers kids a sense of order, security and belonging.

- Create distinct areas of activity (or non-activity) that are easily identified and are used consistently for the same purpose, such as a quiet area, a group area, and a place for projects. As with the organization of supplies, children can depend upon these areas to remain constant which offers a sense of security.

- Plan for alone time and space. Children need time to themselves to read, to rest, to study, to daydream. They've been in a group setting all day, and interacting constantly with adults and other children can be stressful if there is no place to "get away."

THE JOB OF SATISFYING DEVELOPMENTAL NEEDS IS SO IMPORTANT THAT IT CANNOT TAKE PLACE IN BORROWED OR SHARED SPACES.

- Include many free choice experiences. After spending six hours each day in a structured environment, we owe it to children to promote time to play. Play for school-agers is time to interact alone or with peers at one's own pace — a time to make comparisons and to figure themselves out according to what they like and what they don't like. Kids need time, freedom , and the opportunity to make choices to explore their environment and their relation to it.

- Offer discovery and scientific opportunities. School-age children have a natural desire to count species of birds or trees, to catalogue, to create collections, to observe the living habits of class pets. They enjoy demonstrating their productivity through classifying and organizing in a logical fashion.

- Arrange for short- or long-range projects for developing and demonstrating industry. Kids need to know they have time and space to work without disturbance, and that their projects can be stored safely away when they have gone home. Completion of an project is an important achievement for school-agers, and becomes a great esteem-builder.

- Design a comfortable home-like setting. Kids have already spent a large part of their day in a desk-and-chair environment. They need to be able to flop down onto a rug, to curl up in a comfy chair, to lay down on a couch or bed. They need to leave the school setting behind, and to follow their natural play interests.

Above all, school-age kids need a place to call their own! They need to be able to display their art work and their collections. They need to have private storage areas. They need to belong. They need to help decide how parts of the room should be arranged. They need to "own it," to be able to feel pride, responsibility, and a sense of performance.

Space and setting affect school-age care professionals, also.

STOP and look at school-age program settings. What do you see?

Too many kids sitting at hard desks or lunch tables for hours at the end of their day? Providers rummaging through cardboard boxes, trying to locate their supplies at the start of each day? Too often, organization of materials and "interest areas" are unheard of. Art work cannot be posted. Children are constantly in groups and are constantly "kept busy". There is no room for either individual creativity or for a place to be alone. Often the "shared" space is so small, or so lacking in variety, that it demands regimentation and a complete removal of choices.

Stories emerge about programs that find themselves "bumped out" of their space for a day's P.T.A. activities, or providers that have to clean up the area from a scout meeting the night before, or materials in storerooms that have been jumbled or taken during the previous evening.

Caregivers have walked into their "shared" space to discover risers placed on the stage taking up half of their setting. They have had to contend with music stands cluttering the area. They express frustration at the time spent in set-up or take-down of their physical environment when the children have needs to talk, or to share a concern.

School age providers should not have to be "creative" or "flexible" about finding space for the kids. If we accept this as a norm, then we are de-valuing ourselves as professionals, and we're de-valuing school-age care.

CAREGIVERS HAVE WALKED INTO THEIR "SHARED" SPACE TO DISCOVER RISERS PLACED ON THE STAGE, TAKING UP HALF OF THEIR SETTING.

In order to do an effective job of caring for school age kids, providers also have requirements of the spaces they are working in:

* Storage. Ample, permanent storage for supplies is a must. A wide variety of materials and supplies is necessary to foster the growth of school age kids, and these have to be abundant. Providers need to be able to keep their equipment in good working condition, have it easily accessible, and have it safe.

They need to have a place in which they know expensive equipment, such as computers, tape recorders, and record players will be secure. They need to know that their equipment will not be handled or taken by members of another group.

* Special work area of their own. Just as the school-age child needs a private storage space, so do the providers. They need a place for planning, for keeping logs, for easy access to reference manuals, for supplies, and for personal belongings.

The recording and planning component of school-age care is valuable - let's make sure that providers have a convenient place in which to maintain it!

* Room arrangement. Caregivers must have the freedom to design the overall environment, since how space is organized is directly linked to how the children function within it. Many behavior problems are anticipated and prevented through a creative room arrangement; caregivers need the license to use their creativity. In addition, they need the assurance that the room arrangement will remain intact. When returning to work, they need to be certain that the room will be the same as they left it.

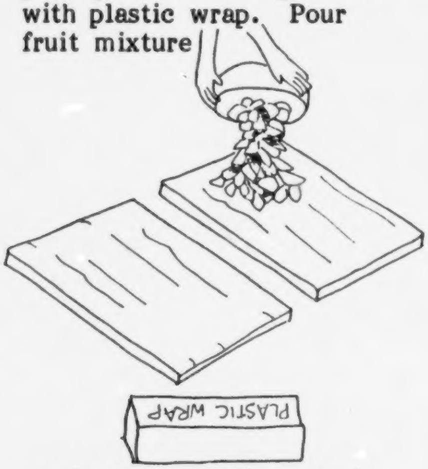
* Time. Providers need time to spend with the children in their care. Children have many anxieties, stresses, and exciting experiences that they want to share with an adult.

When a school-age program has its own space, is consistently arranged, and is always set up to accommodate the incoming group of children, caregivers can devote their time and energy to the needs of kids. This is where it's at.

<><> By Patty Lyden of Seattle, Washington.

APPLE LEATHER

Place 2 cups fully ripe, washed, but unpeeled apple chunks, and 1/2 cup cranberries for color, in blender. Add 2 Tbsp. honey blend 15 seconds. Completely cover baking sheets with plastic wrap. Pour fruit mixture on sheets, spreading evenly to about 1/8" thickness. Set in direct sun to dry til firm and not sticky (about 12 hours on hot, dry day.) Keep insects off by covering with a nylon net. Alternate: Dry leather in 150 degree over with oven door ajar for about 4 hours. When dry, roll and store in freezer or tightly covered container for 6 months to a year.



BAKED APPLES

Core 6 apples without cutting through bottom end. Peel about 1/3 way down. Place in backing dish. Fill centers this mixture: 1/2 cup honey, 1/2 cup raisins, 1/2 tsp. cinnamon, 1/2 tsp. nutmeg and a dot of butter or margarine. Pour 1 cup of water in bottom of baking dish. Bake in 375 degree oven for 45-60 minutes and apples are tender.

FAST FRUIT

Apple Donuts

Core the apple and slice widthwise into round, donut shapes. Dip apples into cinnamon-sugar mixture and eat.

Apple Sandwiches

Core apples and slice widthwise. Spread one apple-round with peanut butter, cream cheese, cheese slices or cheese spread. Cover with a second apple slice and enjoy. Make a "triple decker" by adding a third layer of filling and apple.

Apple-P'nut Butter Wedges

Core and slice apples lengthwise into wedges. Cover with peanut butter and dip into raisins, chopped nuts, carob chips, coconut, or granola.

Apple Picks

Arrange chunks of apple, cheese and/or pineapple on toothpicks.

PEANU
BUTTE
CREAM
CHEESE

See p. 8 & 9 for more Apple Activities.

CRANBERRY-APPLE RELISH

Makes 1 2/3 cups

1 cup cranberries
2 tart apples: unpared,
  cored, quartered
1 orange: unpeeled,
  quartered, seeded
1/2 cup sugar
1/8 teaspoon salt

Put fruit though food chopper, using fine blade. Combine all ingredients. Chill several hours before serving.

Packed in baby food jars, children can take home relish for a family holiday meal or give as a gift.

Note: Relish may be stored in the refrigerator for several days.

DRIED APPLE SCULPTURE

"How to Sculpture Appleheads The Easy Way"
Applehead Doll Museum Book
Obtain this book plus a complete list of educational "apple" materials from:
Internat'l Apple Institute
P O Box 1137
McLean, VA 22101

References

"More Than Graham Crackers: Nutrition Education and Food Preparation With Young Children" NAEYC, 1979.

"Apples in Appealing Ways Home and Garden Bulletin" #161 US Dept of Agriculture
Dutchess Co. Coop. Ext.
Home Economics Division
Farm and Home Ctr, Rte 44
Millbrook, NY 12545

"You're Not My Mother!"

"You're not my mother. You can't tell me what to do!!" shouted nine-year-old Ellen. Only on the job three days, Serena felt angry and insecure; she wasn't quite sure how to respond. She knew she didn't like a child talking to her so rudely. What Serena ended up doing was screaming: "Don't you dare talk to me that way. Wait til I talk to your mother." Then, she put Ellen in time out for thirty minutes.

What a mess! Serena ended up behaving as rudely as Ellen. Serena also gave up her opportunity to model and teach effective ways of expressing feelings and desires. She meted out a punishment that will do little to improve Ellen's pro-social skills.

Let's back up and look at what Ellen was feeling and wanting.

Most likely Ellen was feeling powerless over her own life. She had just spent about eight hours being told when to get up, when to eat, when to talk, sit, walk, what to think and feel by her parents and her school teachers. Now she has to take orders from this new person who was neither her teacher nor her parents.

Ellen just wanted to do "her own thing" for a few minutes. But this new adult wanted her to play some stupid game or sit down and listen or eat a snack.

In addition, Ellen knew Serena was new on the job and sensed that Serena was not quite sure of her role or authority. Ellen, like most kids, was "testing the waters" to see just what this new caregiver would do when confronted.

What could Serena have done differently? Try out these ideas:

○ Distance yourself from the event in order to disentangle from trigger reactions. Mentally and emotionally step back from the situation. Yes, Ellen was questioning and testing Serena's authority. Emotional distance allows Serena to recognize this and to be aware of her own intact authority. In other words, questioning of someone's authority does not take away that person's authority. Therefore, Serena does not need to defend herself. However, Serena does need to:

○ Set firm limits. Let Ellen know that she (Serena) is in charge. Firmly state that "Your mother is in charge of you and she has put you in my care."

Once the limits are established, distancing will allow Serena to focus on the emotional needs of Ellen. How?

○ Active Listen. Serena can find out the real message behind Ellen's outburst. Active listening phrases might be:

"Ellen, it sounds like you don't like being told what to do."

"Ellen, you sound really angry (upset, frustrated)."

○ Teach new phrases. "Ellen, if you're upset because you want to do something else, then say that. You can say: 'Serena, I haven't been able to talk with my friend Jan all day. We want to plan my birthday party.'"

This will give Ellen the tools for saying what is really on her mind. It will replace the phrase, "You can't tell me what to do" (which is offensive to adults), with a phrase to which adults can sensitively respond.

○ Present choices. "Ellen, in ten minutes, when we finish with group time, you may talk with Jan or we can make a wish list of all the things you'd like to do. Let's look at what you want to do next and see if it is possible." This will give control back to Ellen to decide what she wants to do with her time.

○ Plan developmentally. Knowing that school-agers, developmentally, need free time to pursue peer relationships, the wise school-age care professional will plan plenty of opportunities for this. Requiring school-agers to be involved in planned activities, at all times, does not allow for spontaneous child-selected peer pursuits. In other words, school-agers need time to just BE together.

"A Matter of Style . . . ."

How would you lead a game of Pass The Adams-Apple?* How would you react when confusion arises over the rules? How would you go about disciplining a constantly disruptive child?

How you deal with these questions goes a long way in determining your leadership style.

The five basic leadership styles are:

LAISSEZ-FAIRE
FACILITATIVE
AUTHORITATIVE
AUTHORITARIAN
"SCROOGE"

Each of the styles serves a purpose. Ideally, the leadership style that fits best is the one which manages the group effectively. The best style is also one which causes you the least amount of stress or burnout. Sometimes, all five styles will be used in the course of one day!

What is your leadership style?

Examine the five styles described below. Hopefully, you're somewhere in the middle most of the time. Of course, it depends on your particular group of kids, how long, you've been interacting with them, and the specific context. For example, when you will only be with the kids for just a day or week, a more authoritative style usually works best. However, aim for becoming more facilitative the longer you are with the same group of kids.

LAISSEZ-FAIRE. You do basically nothing or let the kids have totally free reign, which may be fine for free play, but just won't work in the long-run for structured play. In "Pass The Adams-Apple," the laissez-faire leader looks the other way when someone throws an apple or runs without the apple under his/her chin.

FACILITATIVE. Empowering kids to resolve and take responsibility for their play interactions is the mode of the facilitator. When the kids look to the leader for resolution of their problem, or for a decision on a game rule, throw it back to them! See what answers and what process they decide to use. Guide them in how to resolve conflicts and play together. Call a "Group Huddle" to have them to discuss how they can listen, cooperate, and resolve problems.

AUTHORITATIVE. When the chaos, intensity, or complexity of the situation demands, this style empowers the leader to take control with a resolute and firm voice - preferably through calm strength. Knowing what is best at this time, the leader can offer a brief explanation of why it is the best way to go. Tell the kids to: "Sit down and take three slow deep breaths ... We don't have to resume this play session." Have a Group Huddle and tell them the rules and appropriate behaviors.

AUTHORITARIAN. Taking the authoritative role to an extreme, this style relies on it too heavily. Yelling and angry responses become commonplace. Diversify styles of response with the kids. Add some humor and lightness when possible. Getting stuck on being authoritarian will quickly lead to becoming a "Scrooge." And that won't benefit anyone, especially the leader!

Choosing and using a style has a great bearing on your ability to:

- FOSTER the magic and power of the play experience;
- MODEL appropriate behaviors for the kids;
- EMPOWER the kids with self-responsibility
- ENCOURAGE group cooperation; and
- REDUCE frustration, stress, and burn-out;

Being an effective play leader is one of the most challenging and fulfilling ventures you could ever undertake. Take some time to think about your current style of leadership. See if you can adopt the styles which fit both you and the situation.

Adapted from "How to Play with Kids" ($10.95) by Jim Therrell. Order from: PLAY TODAY, P O Box 1881, Pacifica, CA 94044. Call 415-359-7331.

* See p. 8 for this game.

"Ready or Not, Here I Come": Cognitive Development in Hide-and-Seek

> "When I first learned to play hide-and-seek we lived in this big house in Massachusetts where the back yard sloped down to a woods and the river and where there were lots of big maple trees to use as a base. My older brothers taught me how to play. You didn't learn by having someone sit down and explain the rules - they took you with them and let you hide in their space until you knew how to find a hiding place on your own."

Games involving the roles of hiders and seekers and pursued and pursuers are found in nearly all cultures and are played in one form or another by a wide range of ages (1) . The universality of the concepts of Hide-and-Seek suggest some inherent value in the playing of such games relative to children's development.

Hide-and-Seek, and similar games, provide a play opportunity for children in which they are free, as Piaget would say, to invent their own reality (2). These simple games are most often transmitted from child to child in a setting apart from adult regulation or supervision. The activity is thus removed from the adult-child teaching/learning loop. Here children are in charge of creating their own bounds and rules. They teach the game to other children who will re-create it suit their own particular needs. "Children should be able to do their own experimenting and their own research. ...the essential thing is that in order for a child to understand something, he must construct it himself, he must re-invent it"(2). The benefits of game playing in which adults take a minimal role allows children the maximum benefit to create and invent. Problem-solving and strategizing are stimulated in group play when children are given autonomy and permitted self-direction. (3)

> "At the beginning of the game we decide where the boundaries are, like you can't go down the hill - well, you wouldn't want to hide there anyway. And at one place there is a big wall and we say you can't go over the wall because the little kids couldn't do it - things like that we decide ahead of time. You have to decide how far to count too, depending on how long it takes you to hide."

Four and five year olds playing Hide-and-Seek have a basic understanding of the game rules. (However, they are not always able to consistently explain the games continuation in which the hider became the seeker.) One young five-year-old explained the game, "Well, you hide and someone comes and looks for you and then they chase you and you try to get to the base and then they can't catch you."

Only gradually as they become more decentered do children begin to see the hiding as being in opposition to the seeker and that as hider they are the partial determinant of what the seeker experiences. (4)

School-age children increasingly understand the special relationship of the hider and the seeker. The purpose and continuation of the game is dependent upon each role being played well. Playing well is determined, in part by physical skills, but more importantly by the ability to take the role or perspective of another.

Unlike the Piagetian three mountain task where only the visual perspective is required, players in Hide-and-Seek must simultaneously take into account a multiplicity of the other's perspectives, all the while maintaining their own.

The labyrinth of hiders and seekers exchanging roles literally ("it" becomes the hider and vice versa) and symbolically (taking the perspective of the other) provides a context that is cognitively stimulating, both socially and physically. Reciprocity in the play of peek-a-boo is found in the most complex interchange of Hide-and-Seek. And it doesn't stop there - "coming ready or not" - reciprocity continues as the pattern for all our interactions. It is not difficult to believe that the role we have chosen for ourselves in this social/physical world of ours, has its roots in the play experience of Hide-and-Seek.

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1. Arnold, A. (1972) "The World Book of Children's Games". Fawcett Publications
2. Piaget, J. (1972), p. 27 "Some Aspects of Operations" in PLAY AND DEVELOPMENT. W. W. Norton.
3. Kami, C. & DeVries, R. (1980) "Group Games in Early Education: Implications of Piaget's Theory. NAEYC

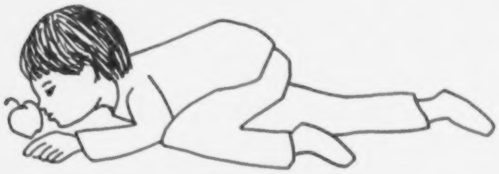
<><> By Doris Martin, Phd candidate in Child Development at Virginia Tech.

APPLE

PASS THE ADAM'S APPLE

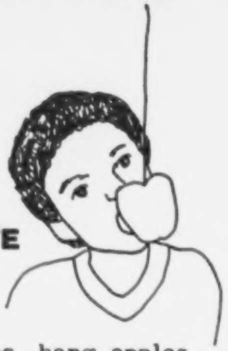
Have children form a circle. The first person puts an apple under their chin and keeps their hands behind their back. Subsequent children in the circle have to move the apple from one chin to the next by maneuvering their chins and necks, without the use of hands. How long will it take the apple to go full circle? How many times can they complete a full circle before the apple drops? Try sending two or three apples around at the same time, in the same direction or in opposite directions.

NOSE-ING ALONG



Children form two teams, equal in number. Half of each team forms a line, facing their teammates' line, about 3 yards apart. The first person - on each team - pushes the apple with her nose, crawling to the team member on the opposite side, who, in turn, "noses" the apple back to the awaiting teammember. Have each team guess how many minutes and seconds it will take their team to finish. Have different prizes for guessing within 30 seconds, 2 minutes, and 5 minutes. Make applesauce with the surviving apples.

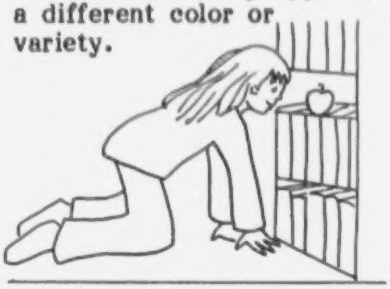
CHASE CATCH AND COOPERATE



On long strips, hang apples from the ceiling. Players have to chase and catch the apples with their teeth, heads or chins only. No hands! Two players might form a team for a cooperative venture, one player securing the apple with her teeth or under her chin, while the other player tries to eat it.

SEARCH & ENJOY

In an autumn variation of the spring egg hunt, one child, or one team, hides the apples. The other children find them. The child or team or team finding the most apples is the next to hide them. A first prize winner can be the one who finds the only apple of a different color or variety.

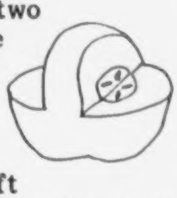


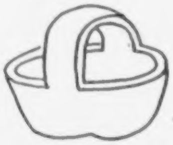
EASY APPLE BASKETS

Start with cold, fresh apples and keep a bowl of lemon juice on hand to apply the juice to all exposed apple flesh, so it won't turn brown.

1. Cut a disk off the blossom end of the apple to form a stable base.

2. Cut away two wedges at the top of the apple, on either side of the stem, so you are left with a basket on the bottom and a handle arching over the top. (The stem, which should be removed, will be sticking straight up from the center of the handle.)





3. Hollow out the inside and underneath the handle, being careful to leave 1/4 inch of flesh on the apple for strength.

4. Use your imagination to scallop the edges of the basket, carve designs on the sides or cut the basket into an interesting shape.

5. After rubbing all exposed flesh with lemon juice, fill the basket with ice cream, fresh fruit, spiced applesauce, berries and cream, jelly or anything you can think to of, and serve. (1)

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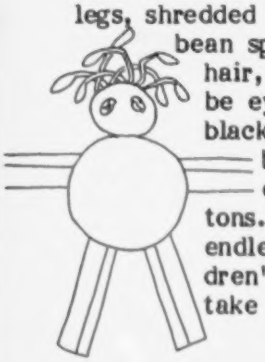
APPLE

AIKENDRUM

In his album, "Singable Songs for the Very Young," Raffi sings about Aikendrum, a man who lived in the moon, with "hair made of spaghetti, a mouth of pizza, eyes of meatballs, and a nose of cheese." Children can make an Apple Aikendrum by slicing the apple in half, from top to bottom, peeling 1 half for the face, and placing the unpeeled red body underneath the head (sliced sides down) on a paper plate. Carrot or celery sticks can be arms and legs, shredded cheese or bean sprouts can be hair, raisins can be eyes, green or black olives can be mouths, ears or buttons. Ideas are endless, when children's imaginations take over. (2)

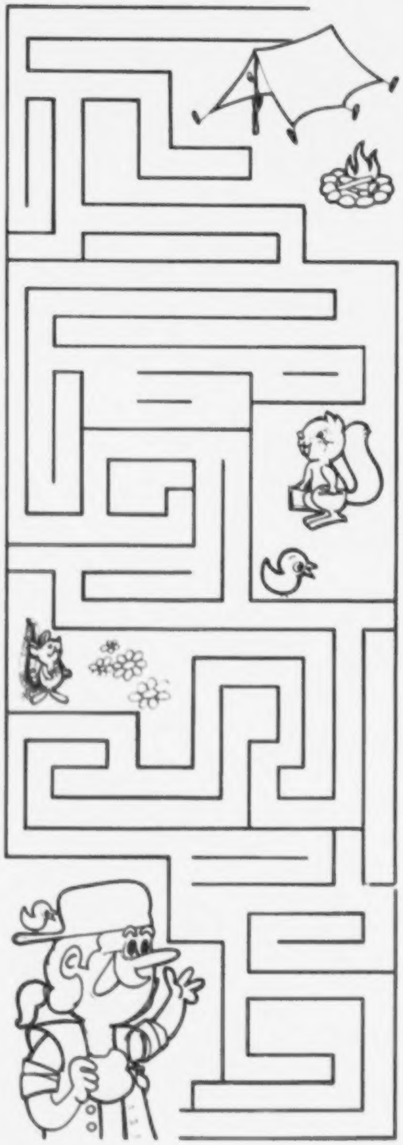


JOHNNY APPLESEED

Older children may prefer to make Johnny Appleseed, rather than Aikendrum. Johnny Appleseed's real name was John Chapman, a kind preacher in the early 1800's, who planted appleseeds wherever he went throughout the Ohio Valley, to help frontier people have fresh fruit in their diets. He was a loveable but odd-looking man; some legends say he wore a honey pot on his head, burlap sacks for clothing, and no shoes. He told children stories and made them toys wherever he went.

A-MAZING JOURNEY

Johnny Appleseed has been planting apple seeds all day and is getting tired. Help Johnny find his way back to camp through the Ohio wilderness. (1)



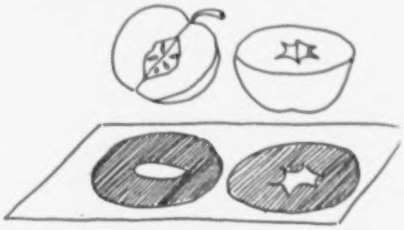
HIDDEN TREASURES

Can you find a little red house with no doors and no windows and a star inside?

Lay an apple on its side and carefully slice through it, side to side, not top to bottom. The two halves will reveal a 5 pointed star, "housing" the apple seeds.

POMME PRINTS

Use older apples, which have lost their flavor, for Print Art. Apples can be sliced in half, lengthwise, as is traditional or widthwise, to reveal the star. Place apples sliced side down on a paper towel, for 5-10 minutes, to soak up excess moisture. Brush the sliced side of the apple with paint and press the painted apple on paper. Try different colors of paint for variety prints.



References

(1) Internat'l Apple Inst.
8707 Old Dominion Dr.
Ste 210 PO Box 1137
McLean, VA 22101

(2) Raffi "Singable Songs for the Very Young"
Shoreline Records
Kimbo International
P O Box 477
Long Branch, NJ 07740

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What Can You Do With 2 Chairs and 15 School-agers??

PURPOSE:

1. To increase awareness of and practice skills in facilitating school-age care programming with no or limited materials.

2. To increase creativity.

EXERCISE 1*

- Inform participants that the exercise they are about to do will challenge their creativity in programming.
- Divide into groups of five.
- Each group is to choose a leader and a recorder.
- The task of each group is to plan thirty minutes for a group of 15 school-agers. This scene will take place in a large empty room with only two chairs and a large cardboard box. No other supplies are available.
- Direct each group to brainstorm ideas for five minutes. List on newsprint. At the end of five minutes, choose one idea. Using that idea, put together a skit to perform for the other small groups.
- Perform skits for each other.
- Discuss and share total brainstormed ideas.
- What was learned from this exercise? How much do we depend on planning, leading, directing and enforcing our plans and ideas? What did having limited "props" do to our program plans? What would happen if these were tried with real school-agers?

EXERCISE 2

- Divide into different groups of three or four.
- Give each group one line from a story. This may be a story you make up yourself or one written for young school-agers. Be sure and give each group a different line.
- Direct each group to create their own story based on their one line.
- Have each group pantomime or make a large mural of their created story. Share.

EXERCISE 3

- Give each person ten different objects: paper clip, rubber band, eraser, tack, sheet of plastic, craft stick, paper cup, a small bottle, a straw, a length of string or yarn (or others of your choose).
- Allow ten minutes for each person to put together a practical or artistic creation. Encourage individuals to help each other.
- Share finished products and feelings connected with the process.

FREEING UP ARTISTIC DRAWING TALENTS

Think you have no talent for drawing anything? Consider yourself a failure at drawing even stick figures?

Mona Brookes, in her book, "Drawing With Children: A Creative Teaching and Learning Method That Works for Adults, Too", offers hope to that those with limited confidence and limited success in drawing.

An excellent five-page description of her method can be found in the July/August 1989 issue of "New Age Journal". This simple method is based on five basic elements of shape: the dot, circle, straight line, curved line and angle line. The success of this method extends to reading, math, problem-solving and self-esteem.

For more information:
"New Age Journal"
P O Box 53275
Boulder, CO 80321-3275
1-800-234-4556 (in CO)
1-800-447-9330

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* Brenda Dixon of Winchester, Kentucky poses, to prospective staff, this question: "What would you do if you were in charge of a group of school-agers in a large empty room and all you had were two chairs or a large cardboard box?" She finds that how they answer this question gives her information about their knowledge of development, their creativity, flexibility, ability to solve problems and their sense of humor. We appreciate her allowing this to be the basis for Exercise 1.

14 Tips for Building Program Partnerships

- Stimulate, at the end of each day, conversation between Parent and Child about a school- related topic. Get this information from the child sometime during the first 30 minutes after school.

- Plan a reading program with the library for all day programming (teacher inservice days, emergency days, holidays or week-long school breaks).

- Encourage children to plan special events where they are responsible for the marketing (printing posters), the budgeting (Do they want to make money or do just break even?) and the presentation of the event.

  Children will use reading, writing, problem solving, and math skills in the planning of the event. Leadership, self-esteem, social skills and a sense of industry will be developed when the children assist with the majority of the planning.

- Collaborate with school principals or teachers when a child is not conforming to your group rules. Chances are that the child is having problems in the classroom also. Consistent care and discipline from home, school and the school-age program will increase the chances of helping the child.

- Allow children to begin homework after school. If a parent works until 5:30, picks up their child by 6:00, home by 6:15 and dinner on the table by 7:00, it would be nice if their child at least begins their homework, so they have a bit of time in the evening for something other then dinner, clean-up, and bedtime.

- Relay school messages to parents at the end of the day.

- Keep a School Bulletin Board and An After School Bulletin Board. Help keep these working parents informed.

- Maintain a "Wall of Achievement" for children who have school papers, tests, and projects that they are proud to display.

- Develop an Advisory Council that consists of parents, teachers, principal, staff, community leaders and other interested people. The role of the group is to advise your program on curriculum, finances, evaluations, expansion,...

- Survey teachers at each grade level to determine what activities you can offer to the children that will enhance their learning experiences, or help them to retain what they have already learned. These activities should not be a duplication of the school day, but recreational in nature.

- Become involved in the school activities that families may attend. Assist the school with the planning of those special events.

- Provide family events that are fun and refreshing: (dinners, dances, game show formats, talent shows).

- Create a "Moan & Groan" couch - A place to sit down, take shoes off, have some coffee and let go off today's frustrations.

<><> By Becky Spencer, Dir. of Child Care Services, YMCA of Toledo, OH.

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Professional Focus

Congratulations to Mickey Seligson and Roger Neugebauer for their recent election to the NAEYC Board.

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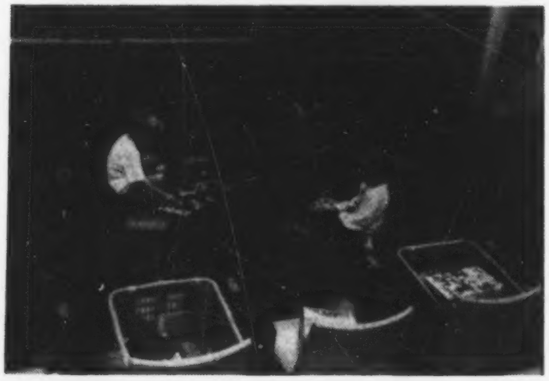
Editorial Manager: Bonnie S. Johnson
Artist: Annette Shaw
Published Bimonthly in Nashville, Tennessee

A Spacial Make-Over: One Program's Story

The space is large - over 1500 square feet - with 70 square feet for each child. Four staff care for 22 kids which is an excellent adult child ratio. Plus, six rows of fixed chairs (14 per row) means built-in "cubbies" and "shelves". With tons of creativity, flexibility and daily perseverance, the staff turn this seemingly impossible space into a school-age program which promotes a high degree of home-likeness, choice, freedom and developmentally appropriate care.

Daily set-up and take-down is made easier with dividers and organizers on wheels.

Plastic chairs become a "soft" couch with the wave of a bedspread.



Early arrivers play quiet games as caregivers finish setting up.

Pre-teen girl easily finds art supplies that are organized on "shelves".

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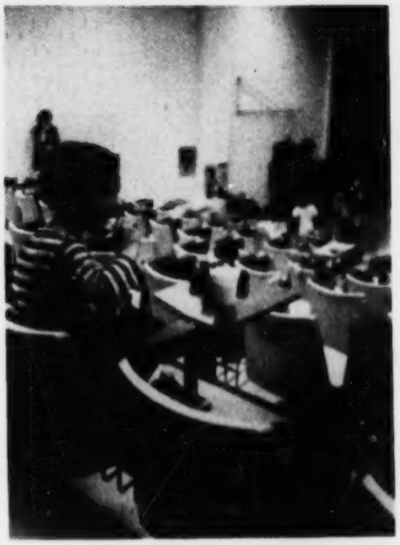
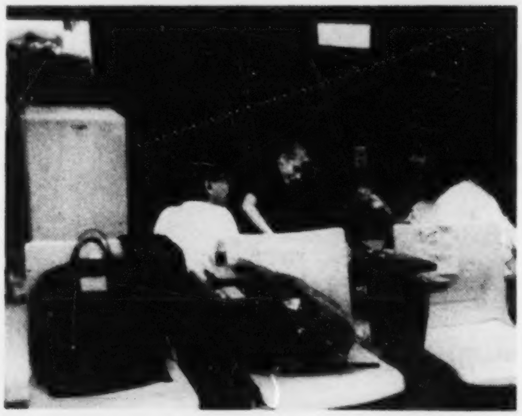
"Sticky tack" allows snack mural to go up and down with ease each day. Snack is set up for kids to make their own.



Youngster munches snack in his own "space" - alone time after school.

A flair of dramatics burst forth from this young boy's use of props.



"Cubbies" hold individual children's possessions while two boys enjoy the attention of one adult.

Flopping down on the "couch", while sharing time with adult and friends, is part of the "home-like" atmosphere.

The success of this program can be seen in the spontaneous socializing of peers.

SAN appreciates Lori Shafer and the staff of the Western Kentucky University school-age program for allowing us to feature their "shared space".
Photos by Rich Scofield.

School Day Should End When Last Bell Rings, Then No Homework!!

"Children loathe homework", wrote A.S. Neill in SUMMERHILL, and that is enough to condemn it.

Articles about homework usually include statements by experts that doing lots of homework is good for kids - the earlier they get it, the better. Then, the experts go on to offer suggestions for parents on how to make their children do it.

I think it's time the other side was heard.

Most people believe kids need homework. Most people also believe that they don't. How many of us would want our employer, for example, to have us type at home after work so we would retain that skill? Or have us do an exercise a day on the computer so we'll learn it faster at the office? (Some people do bring work home and work all the time; we call them "workaholics.")

Children are already in school six to seven hours a day. Why isn't that enough time out of a child's day for that kind of learning? Every human being has individual tastes and preferences.

Whose taste and preference are we imposing on our children when we assign them more of one kind of learning than all the other kinds combined? What about hopscotch and jacks? Climbing trees? Riding bikes? Writing poems and reading for fun? Talking with friends? Dreaming?

Have you ever watched kittens? They pounce on a toy mouse, practicing for making a real kill; they fight with each other with the same intensity they will use as cats to defend their territory. All they do is play. Yet they grow up to be cats just fine.

Kids aren't kittens, but we are just beginning to document scientifically the importance of play for humans as well as other animals. Experts tell us that children who get lots of homework at an early age tend to do well later scholastically. But life is more than books.

Can these children do laundry, fix meals - take care of themselves? Can they take care of someone smaller? Have they learned a sense of their own history from their own or others' grandparents? Have they learned to dream and plan and create?

Homework is supposed to be a "good discipline." Is discipline doing what you don't want to do because someone else makes you do it? I thought that was called punishment.

When I hear adults say children need homework to learn to do what they don't like to do, I have to agree that homework is a good way to make them learn this. But life presents many opportunities for children to do tasks they'd rather not, and I wonder how smart it is to associate learning with drudgery.

My son says I should write a disclaimer: He doesn't mind homework. But since he was born, I have seen a special delight in his eyes when he learns something. When he gets done with his homework, I see no delight, only relief.

His life is too precious for this. Childhood is such a short time - how many "musts" shall we fill it with?

Years a go, the experts assured mothers that babies should be fed on a schedule - preferably with a bottle. The babies didn't like this one bit. It took a generation before we learned that experts were wrong and babies were right.

Who really knows more about homework: the experts who prescribe it or our children who must do it? Babies are born eager to learn; they know learning is fun. What does homework teach our children about learning? Aren't there better ways to nurture their inborn love of learning?

<><> By Karen Harris,
parent and editor/publisher
of "Dr. 'Quotes' Fast Food
for Thought", Nashville, TN
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Homework Debate Continues

Should we have kids do their homework in the school-age program? This continues to be a much-debated question and concern. A new homework study (summarized in "Growing Child Research Review" 12/88) reveals that homework is not necessarily good for all kids and in every instance. Homework basically reinforces concepts that children have already learned. If children have not learned the homework concepts, the homework likely leads to frustration, confusion and learning difficulties.

To obtain a copy of the study, "Homework Practices, Achievements and Behaviors of Elementary School Students", contact:
Ctr for Research on
Elementary & Middle Schools
3505 North Charles ST
Baltimore, MD 21218

Family Day Care Clearinghouse

A national Family Day Care Project resource clearinghouse is being developed by The Bush Center for Child Development and Social Policy and the National Council for Jewish Women. Contact:

Dr. Matia Finn-Stevenson
Bush Center in Child Development and Social Policy
Yale University
PO Box 11A, Yale Station
New Haven, CT 06520

Project Announces SAC Standards Initiative

Project Home Safe, sponsored by Whirlpool Foundation and the American Home Economics Association to address child care issues of children age 5 to 13, has launched an initiative to develop recommended standards for programs serving school-age children.

The standards will provide guidance for program development, evaluation, and improvement, and can be used by licensing, certification, and accreditation systems.

As part of the process to develop the standards, Project Home Safe will convene a working forum in conjunction with the November 2-5 NAEYC conference in Atlanta. Forum participants will determine the topics for which standards are needed and identify specific applicable criteria.

This working forum is open, by application, to individuals involved in school-age child care issues. Applications are being accepted until September 15, 1989. A limited number of per diem stipends are available.

Contact:
Project Home Safe
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___	Day Care Management Guide	29.95
___	Activities for School-Age Child Care An NAEYC Publication	6.95
___	WHAT'S YOUR NEXT MOVE? (A board game for staff training)	34.95
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1989 NAEYC Conference
Atlanta, GA

A full day of training opportunities for the practitioner and administrator. A Practitioner and an Administrative Track will be offered in this full day of training.

Plus, a tour of the Cobb County School District School-Age Child Care Program is scheduled for Thursday, November 2, 1989 at 1:30 PM.

Contact: Ellen Gannett
SACC Project
Wellesley College Center
for Research on Women
Wellesley, MA 02181
617-235-0320 Ext 2544

Child Care Saves Bank Money

California corporate child care study finds on-site care to be cost effective.

The study, conducted at Union Bank's on-site child care center (Monterey Park, CA) revealed a substantial savings for the bank during the program's first year. The savings came mostly from decreased turnover and absenteeism and shortened maternity leaves.

For a copy of the study:
Burud & Associates, Inc
56 E Holly ST, Ste 215
Pasadena, CA 91103
818-796-8258

FREE Art Booklets

Four separate craft books are available FREE for the asking. All that a school-ager needs to do is send a postcard requesting one or all of the following:

1. "The Crafty Creations pattern book"
2. "Crafty Critters"
3. "Crafty Holidays"
4. "Crafty Christmas"

These craft books also help with recycling concepts; many of the materials used are recycled plastic bottles, fabric or felt scraps....

Send postcard to:
Consumer Affairs Dept.
Dow Consumer Prod/Texise Div
P O Box 368
Greenville, SC 29602-0368

"Displaying Children's Art" contains 32 easy-to-do ideas for showing off children's artwork. (The ideas were compiled from submissions to the Totline newsletter.)

Send $1 for postage, your name and address to:
Children's Art
PO Box 2255
Everett, WA 98203

Offer good while supplies last.

NOVEMBER
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1989
VOL X #2

School Age NOTES

The Newsletter for School-Age Care Professionals

School-Age Children Draw Their View of SACC

CHILD CARE—BECAUSE WE CAR

Photo by Media Productions, Dept of General Services, State of Tennessee. Used with permission.

School-age children across Tennessean reveal, through their works of art, what they like about school-age child care. This school-age mural was displayed last fall at the Governor's Conference on SACC.

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EDITORIAL

Turning Dreams into Reality

What is our vision of school-age child care? What do we want the children and their families to be gaining from the school-age child care experience? If we could have everything we wanted to make the perfect school-age program, what would we want?

For some of us, a vision is non-existent. One never existed. We are involved because we need a job and we like kids. We jump into the job with energy and enthusiasm. For a few weeks or months, sometimes even one or two years, we enjoy what we are doing and do a fair-to-good job. However, slowly the job becomes drudgery; we give less and less energy and enthusiasm until we quit, either mentally or physically or both.

The other side of this story are those of us who enter with fantastic ideas of what we see to be the perfect school-age program. As others listen to us, they catch the excitement and anticipate working together to put those ideas in place. But nothing happens. As weeks, months, years pass by, we talk about our dreams but our co-workers know that the status quo will continue.

Without a vision of what school-age care is all about, we soon find ourselves without the driving force to continue with joy and energy. Without action built on vision, it all remains a wonderful dream.

How to we join vision with action?

GET a clear vision of what school-age child care needs to be. What would the space look like? What materials would be available? How would the supplies be stored and arranged? What would the children and staff be doing? How would they relate? What process would be involved in planning, parent involvement, decision-making, conflict-resolution? What would the adult-child ratio be? What would we see, smell, hear, feel, touch?

PUT that vision into action. For example: What will it take to have a larger, separate space for the older school-agers? Right, a vision of that space! Put aside all those doubts of: "We can't ever get that, we don't have enough money." or "Where will ever find the space, the school grudgingly gives us the little space we have now.".

Instead, keep the vision. Then, start talking about it to everyone: kids, parents, board members, PTA (PTO) Board, community leaders. Be specific about what and why. Look for a suitable space. Form a task force to assess the situation and formulate a plan of action.

This way the vision will have a means to become a reality. This way the vision will be the stabilizing force when plans hit deadends and roadblocks and disappointments.

One program in Chicago had their "eye" on a room in the community center where their program is housed. They felt it would be perfect for an older kids' space. This room was also underutilized. For five years they visualized this space with older kids and a program in place. For five years they talked and planned. Last fall, we watched them moving into that space. The center's administrator offered it specifically for the older school-agers!

How did this happen?

William Sloan Coffin has said: Vision without task is just a dream; a task without vision is drudgery, but vision and task equals joy.

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Bringing in the Harvest: A Tribute to Native Americans?

Construction paper feathers, paper bag turkeys, songs about ten little Indians...

These activities, common in school-age settings across the nation, represent our traditional American holiday of Thanksgiving. Or do they?

Historically, Americans have celebrated the blessings of the harvest since the Pilgrims' earliest days, when foods were scarce and planting seasons were dangerously short. However, the actual holiday was an international tradition, not an American invention. Around the world - from Europe, India, and China, to the Native American Winter Solstice festival - cultures have, for centuries, celebrated harvests of families and foods.

Further, according to journals of William Bradford, Governor of Plymouth Colony, the first American Thanksgivings were not harvest festivals at all. Rather, they were sustainers of life and attempts at survival. The English settlers were starving to death because they did not know how to cope in the New World wilderness.

Masasoit, Chief of the Wampanoags, decided to help the English, who had come from domesticated city dwellings and could not hunt or plant. Wampanoags brought maple syrup, cranberries, popcorn, apples, squash, oysters, wild turkey and venison.

Because Native Americans are our American heritage, and Thanksgiving is an indigenous part of that heritage, it is imperative that we pass on our traditions accurately and respectfully, even reverently. In addition to giving thanks for life and for Native American foods, Thanksgiving is THE time to appreciate America's multicultural bounty. Thanksgiving today is joining together to share harvests, not only of our foods, but more importantly, of our families and cultures.

> FEATHERS ARE CEREMONIAL SYMBOLS WHICH, LIKE YARMULKES OR ROSARIES SHOULD NOT BE USED RANDOMLY IN ART OR PLAY ACTIVITIES

Suzanne Dame, a Native American anti-bias curriculum consultant, suggests that we appreciate people of different cultures by first establishing similarities between us. Children are children, sharing the same needs to grow, play and love.

To dispel myths and stereotypes, Suzanne outlines the following facts:

○ Native American children sit, stand, jump and run just like all children do. They do not sit "Indian style", "sneak in on tiptoe", or stand up straight like Indian chiefs".

○ Native American children dress the same way that other children, not in loin clothes and headdresses.

○ Native American children on the whole live in homes, not in stereotypical igloos and teepees. Homes vary, adapting to terrain, climate and lifestyle, just as all homes do from the West to the East coasts.

○ It is not okay to play "cowboys and Indians" because "cowboy" is a chosen career and "Indian" depicts a native culture. Besides, many Native American children are fine cowboys - and cowgirls!

○ Religious beliefs are important to Native American children, just as they are children of other cultures. Feathers are ceremonial symbols which, like yarmulke or rosaries, should not be used randomly in art or play activities.

○ Just as European children do not carry guns, native American children do not carry tomahawks or bows and arrows. They value peace and harmony, within themselves and the world around them.

School-age programs provide perfect opportunities to talk about the struggles between the Europeans and Native Americans because conflict resolution is a

continued on page 4

WASSAIL FOR KIDS

WASSAIL, an English holiday beverage means "Be in health". Prepare WASSAIL for guests and parents to share at pick-up time. Try these two recipes:

1. Serve heated apple juice with a cinnamon stick "stirrer" in each cup.

2. Heat 3 quarts of orange juice with 1 quart of cranberry juice. Pour into heat resistant punch bowl. Add "Baked Oranges" for flavor and fun.

BAKED ORANGES

Using one box of whole cloves, stick cloves into whole, unpeeled oranges. Bake oranges in 325 degree oven for 3 hours.

BUILD A "PUTZ"

Moravian children in Bethlehem, PA and Salem, NC create a miniature winter village, called a "Putz", which they place under their tree. Work together to create a similar scene, using spatter-painted cotton for snow; legos or small blocks for buildings, children made out of clothespins and snow people made from white playdough. The town of Primneswe in Babar's "Father Christmas" inspires several miniature village ideas. Add aluminum foil for ice ponds and clear glitter for snow. Snowpeople can also be molded from soap flakes mixed with just enough water to form a dough. Children then add their own culture customs: temples, churches, mangers or menorahs.

RECYCLED CENTERPIECE

Take a nature walk and collect small pine cones, leaves, galls, rocks, pods, acorns, pieces of bark and weeds. Look for weed variety: bold, lacy, heavy, delicate, dark , light). The more variety, the better!

Arrange various sizes, shapes and textures of weeds in a coffee scoop or small container filled with sand. Stand taller weeds (2 or 3 times the height of the container) towards the center and secure smaller weeds in the sand around the center focus. Add a few pine cones or acorns to the bottom.

Bringing in the Harvest: A Tribute to Native Americans?

continued from page 3

universal struggle that school-age children routinely address.

Every day, games, activities, stories and discussions center upon how children feel when their space and materials are invaded. How can children share their toys, or their feelings, without invading each other's privacy or property? How does it feel to be a winner or loser in any conflict? How does winning and losing effect friendship?

What makes our American Thanksgiving heritage different from any other "harvest-home" tradition? What is Thanksgiving really about for American school-agers?

Thanksgiving is sharing friendships, appreciating the efforts it takes to be friends and celebrating the harvest of cultures within a plentiful bounty of children, families and foods.

<><> By Nancy Maher, President of the Mid-Hudson AEYC in Poughkeepsie, NY. A special thanks to Suzanne Dame for her insightful and comprehensive contributions to our understanding of anti-biased curriculum.

Open-Ended Questions Help Kids Find Answers

Critical thinking skills and decision-making abilities are important aspects of a school-age child's development. They become key factors in how the child functions both in school and out of school and how the child responds to the increasing demands of peers.

School-age child care programs can foster critical thinking and decision-making through an age-appropriate curriculum and open-ended programming within an environment that provides many opportunities for choice.

Older children, such as 8, 9- and 10-year-olds are in "concrete operations". For them completing activities and following the rules of the game are very important. It fits into ordering and structuring their world and preparing to be adults. Age-appropriate curriculum includes play opportunities for games and activities with rules. Giving older children control over changing the rules is of utmost importance.

The following scene demonstrates how an adult leader can combine school-agers interest in rules and a need to have real control and purpose in their life with an opportunity for learning to problem-solve.

Rather than taking over with one's own ideas, the adult uses open-ended questions to lead the children to create their own solutions.

ADULT: (Sitting with group of school-agers aged 8-10) I have noticed some problems with your kickball games. It seems after several home runs over the fence the game falls apart.

CHILD: Yea, it's no fun waiting for someone to go around the fence to get the ball.

ADULT: So home runs over the fence take up a lot of time and it's boring waiting to play.

CHILD #2: Yea, it sure is boring.

ADULT: It doesn't sound like much fun. What can you do about it?

CHILD #3: We could tear the fence down then we could keep running after the ball.

ADULT: What would happen if we tore the fence down?

CHILD #4: They wouldn't like that and the program would get in trouble.

CHILD #5: We could make a rule that kicking over the fence is an automatic out.

ADULT: What would happen then?

CHILD: It wouldn't be any fun because we couldn't kick it as hard as we wanted to.

ADULT: What else could you do?

CHILD: We could get another ball and have someone be the home run chaser on the other side of the fence.

ADULT: What happens if they catch the ball and where are we going to get the money to buy another ball?

At the end of this scene the children are left with some more challenges to brainstorm and some changes in their rules to consider. The adult has taken a situation which was causing a problem in the program because of the frustration of inactivity and waiting and turned it into an opportunity to problem solve for themselves.

The use of open-ended questions by the adult is one of the components of open-ended programming. This type of programming promotes positive self-esteem as the children learn they can make choices that effect their own lives.

<><> By Richard Scofield, Publisher and Editor of SAN.

Throw Out Captains and Find New Ways to Select Teams

Choosing teams can be one of the most crucial steps for initiating and maintaining healthy play. The way teams are chosen can literally devastate a child or can nurture the seeds of self-esteem. It can set the tone for the upcoming game and even the rest of the day.

Out with CAPTAINS! This is one of the worst traditions in all playdom! Imagine applying for a job and being picked dead last?!!! You'd just die! So don't have kids be chosen by their peers to be on a team. It is far too threatening to a child's self-esteem, even if they are not picked last.

Now that the captain tradition has been laid to rest, let's build a basis for how to choose teams. The main reasons are to protect the child's self-esteem and to foster a sense of psychological safety. Choosing teams in a playful way also strengthens the flow of your play session. Certainly, everyone is less self-conscious and more at ease when you playfully create teams or partners.

Inventive ways to choose teams include:

BIRTHDAY MONTH "Every one who has a birthday in January and February, please raise your hand, walk over and sit down on that side of the room. March and April, raise your hand! Okay, please walk over to that side of the room and sit down." Repeat for the rest of the year.

Or, "Everyone born on an even day of the month - 2,4,6,8,10...to that side." (And vice versa.)

ONE TO FIVE "Everyone hold up your favorite number from one to five. Everyone have a number? Okay, now find one other person so that both your numbers equal an even number. GO! Find a partner quickly."

THE WAY TEAMS ARE CHOSEN CAN LITERALLY DEVASTATE A CHILD OR CAN NURTURE THE SEEDS OF SELF-ESTEEM

FARM CALL (Everyone is in a circle or randomly scattered.) "Everyone, think to yourself about what month you were born in. Raise your hand if you were born in September, October, November or December. You are Cows on the Farm. How do cows sound? Gooood! Moooo! When I say 'Farm Call', you cows start moooing, find each other and get into one big herd. Not yet Alfredo. Wait til I say 'Farm Call'." (Repeat with ducks and horses.) Have a stop/freeze signal. Do it with eyes closed for older kids. Change the fantasy to SPACE SHOUT - Martians, Ewoks and Nebulas - creating unique sounds for each.

Almost any category can be used for choosing teams or partners: letter of last name, clothing colors, hands folded (Is the left or right thumb on top?!), first vowel in first name (five teams), food preferences (mustard vs. catsup, vanilla vs. chocolate), wrist watches & watchless.

Try fruits & vegies or the first number of phone number or address.

Avoid physical characteristics, like tall and short, or materialistic ones, like VCR's and computers.

The idea is to create teams in a child-centered way, playfully! When you make choosing teams into a game, the flow of the play session is retained. Kids are kept involved (not bored) by appealing to their vast capacity for fantasy, imagination and FUN!

Excerpt from: "HOW TO PLAY WITH KIDS: A POWERFUL FIELD-TESTED NUTS & BOLTS CONDENSED GUIDE TO UNLEASH AND IMPROVE KID-RELATING SKILLS" by Jim Therrell, $12.95 ppd, to: Play Today, PO Box 1891, Pacifica, CA 94044.

Jim Therrell is a regular SAN columnist. Call 415-359-7331 for details on his national PLAY TODAY! seminar.

Tokens Help Order School-agers' World

School-age children like learning systems (which is one reason for their fascination with computers). It fits into their attempts to make sense out of the world - or - to put the world into logical order. They also like to know what is expected of them ("setting limits") and having a clear idea of what they can do ("planning choices").

The token system has all the above components and is a useful tool with many positive benefits.

A token is a type of payment (in lieu of money) for a task or job that has been successfully completed. Tokens can be made from laminated construction paper that has been cut into small strips. Mary Ann Rush describes how she used the token system in one school-age program.

We used two sizes: the "one" token, that was paid for one task, was 3/4 inch wide by 1 inch long, while the "two" token was 2 inches long. With a hole punched in it through which a small safety pin can be fastened, each token was attached to the clothing of the adult giving out the tokens and the child receiving them.

"At the successful completion of an assigned job, the child was given a token. Also positive comments were made on the child's ability to complete the task. (EX. "You swept the entire room yourself.") When two jobs are done, the child receives a "two" token. At the end of the day, the child redeemed their token(s) for treats. The treats include gum, snacks, stickers, small toys,... Some treats cost one token while others cost two.

"In order to receive the token a task had to be assigned by a staff person and the job had to be completed correctly. Some tasks included: preparing and serving snack, running errands and general clean-up. The type of tasks children may do is endless.

Benefits of Token System

▷ Develops a positive self-image. The child gets both a tangible reward (token/treat) and a verbal reward (positive comments). Children tend to be proud of what they have done and share their accomplishments with their parents. This successful feeling helps toward the development of positive self-esteem.

▷ Strengthens sense of responsibility. The child learns to follow instructions and to follow through on an assigned task. Tasks are chosen from simple to complex according to the abilities of the child.

▷ Lessens staff load. The use of this system frees the staff from having to perform repetitive tasks that the children can adequately perform.

▷ Creates ownership and pride in program by doing real jobs for the program and being given real responsibilities.

Reminders

* Allow opportunities for all children to perform tasks. You may have to seek out some children and find out what tasks they like to do and then make sure they have adequate opportunity to do these tasks.

* Check with parents about consumption of snacks and gum. Often parents prefer their child save their "treat" for an after-supper "dessert" or choose a non-food treat.

* Teach children how to perform more difficult tasks. Use a step-by-step method. First, demonstrate how the task is done; then physically and/or verbally lead the child through the task on the first attempt. Finally, allow the child to complete the task independently with plenty of positive feedback from you.

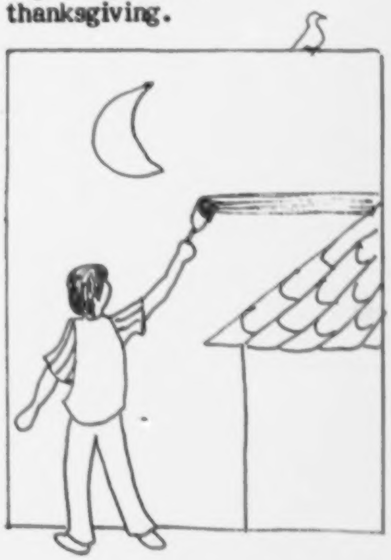
CAUTION: Avoid jobs as punishment (EX: "You broke the rules so now you have to sweep the floor.") at the same time you are using this type of token system. It will lead to confusion and failure of the token system if you do. With the token system, children do jobs to earn rewards and a sense of accomplishment and completion.

Reprinted from SAN, 11/12 1983

Holiday Harvest

THANKS GIVING MURAL

During this holiday season, all over the world, families gather foods, festivities, gifts, songs and love, in traditions of hope, light and thanksgiving.



Create a giant mural of people and things for which the school-agers are thankful.

BRAZIL'S MORRAL

Fill a large bag with folded papers. Each paper, one per child, is to contain a fortune, stunt or riddle. Each child gets to pick a fortune, stunt or riddle. Encourage kids to "share" their "gift" with other children.

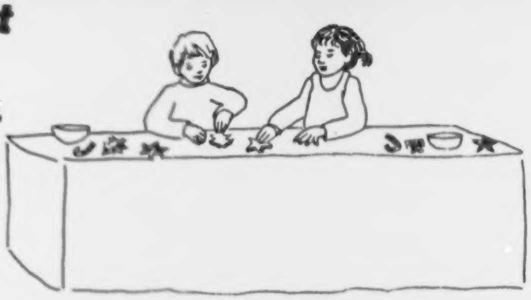


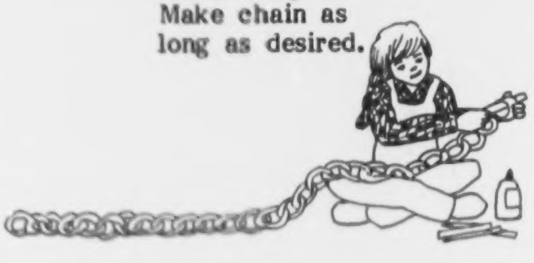
TABLE PAINTINGS

Cut pieces of sponges into holiday shapes. Dip a variety of shapes into different colors of poster paint. Dab off excess paint. On a tablecloth-size piece of plain white cloth or paper, make a holiday tablecloth by dotting paint-filled sponges onto a large piece of paper. Do this in random order with varied colors and prints. The more artists, colors and designs, the merrier!!

POLAND'S PAPER CHAINS

Cut 3" X 6" rectangles of varied colors of construction paper. Fold each paper in half to make a double-sided 3" square. Cut double rings out of each folded square, leaving rings connected at fold.

Put one side of a folded ring through a double ring. Press flat. Put the next one side of double ring thru the last newly formed double ring. Make chain as long as desired.



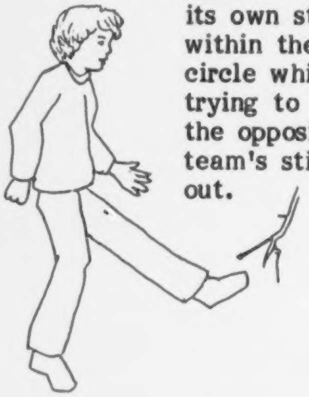
INVITE-A-GUEST

Since families are the focus of holiday harvests, invite relatives to visit school-age programs. Ask families (and international college students) to tell about their customs or exchange stories about their holidays as youngsters.

NATIVE AMERICAN KICK THE STICK GAMES

In New Zealand and Australia, children have mid-summer festivities which include fresh fruits and sports events. Stick Games provide a school-age adaptation of these customs.

Form a circle. Throw a stick into the circle. Younger kids must keep the stick within the circle as they kick it to each other. With older school-agers, form two teams. Each team tries to keep its own stick within the circle while trying to kick the opposing team's stick out.



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Holiday Harvest

PAPER WISHES

Greeting Cards, a tradition which began in England in the 1840's, have been exchanged in many cultures ever since. School-agers can exchange cards with other school-age programs, a senior citizens community, or a public service agency (police, fire, hospital) or children in another country.

Spattered Painted Cards

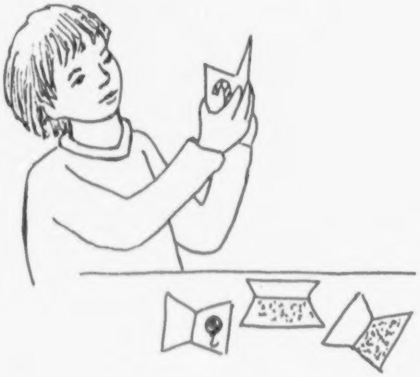
Use recycled paper as a gift to the earth.

Fold a rectangular paper in half lengthwise. Design and cut out holiday shapes and stencils. Arrange on top of folded paper, with fold on top or left.

Dip a toothbrush into poster paint. Tap off excess paint. Run a thin dowel or tooth pick thru the toothbrush, spattering paint all around the shape. Allow paint to dry. Remove shapes. Write messages inside and send.

Block Painted Cards

This is a way to "mass produce" one's own handmade cards. With a pencil or ballpoint pen, press a design firmly and deeply into a styrofoam tray or block. Brush the surface of tray with poster paint. Press tray onto greeting card covers. Remove tray and allow printed design to dry.

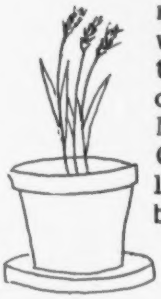


TREASURES WITHIN TREASURES

In England, children (like Little Jack Horner) might find a plum in a Christmas pie. In Scandinavia, it might be an almond rice pudding. If school-agers find a penny under their snack, they will have good fortune; a pea or bean = wisdom; a ring means they will marry.

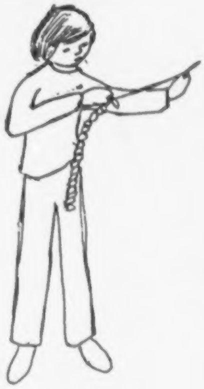
PLANTING WHEAT INSIDE

Wheat weaves a common thread through holiday festivities in Yugoslavia, Croats and Serbians. Plant a grain of of wheat on a plate on December 5th. By December 20th, a miniature field of wheat will cover the plate. This can be added to the Moravian village OR place a window ledge for the birds.



DECORATIVE BIRDFEEDERS

Children in Scandinavian place wheat outside on a pole for the birds. To make birdfeeders, American style, string cranberries on floral or telephone wire. Variation: Using needle and thread, alternate popcorn and cranberries on thread. Weave in tree branches or bushes.



Bird Cookies; Knead together peanut butter, cornmeal, dry oatmeal, bread crumbs and raisins. Form into balls. Suspend from trees with yarn like ornaments.

<><> By Nancy Mahar
See pages 3 & 4 for more on Holiday Harvest.

P.O. Box 120674 • Nashville, TN 37212

Ten Steps to Reaching a Decision

In the world of school-age care, meetings occur on a multitude of levels. Staff find themselves in meetings with school-agers, other direct caregivers, directors, administrators, school personnel, board members and community representatives, sometimes in the same day! To be more effective in these meetings, school-age staff will want to use the following group decision-making tips.

SOME THINGS WE CAN SAY OR DO TO HELP A GROUP REACH A DECISION:

- State the problem clearly.

  EX: "The purpose of this meeting is ... " or "Our job today is ... "

- Ask for clarification, if the issue is not clear.

  EX: "I'm not sure I understand the purpose of this meeting. Would you say it again?"

- Stay on the beam and help others to do so.

  EX: "I don't quite see how that relates to our problem." or "It seems to me we're digressing."

- Summarize.

  EX: "Here are the points we have made so far..." or "Thus far we have agreed..."

- Test workability of proposals.

  EX: "Do you think the members would support that proposal?" or "Where would we get the money to do that?"

- Test the readiness for the decision.

  EX: "Are we agreed, then, that...?" or "Well, are we ready to make the decision?"

- Call for the decision.

  EX: Let's decide now." or "Will someone put this into a motion?"

GO over these tips with staff.

SPEND some time role-playing and practicing them.

REVIEW and assess how well you used these tips in staff meetings.

ASK yourself: Did we use the group decision tips in this meeting? Did we do them when they were needed? Did they help? Would they have helped?

<><> Adapted from leadership training workshop by Adinah Robertson.

Large Cities Report Money as Greatest Child Care Barrier

"In the cities and towns of the richest country on earth, children and families face serious problems. The size of the city doesn't matter: the same set of problems threatens children and families." This quote starts the Executive Summary of the "OUR FUTURE AND OUR ONLY HOPE, A Survey of City Halls regarding Children and Families".*

What are the pressing problems facing children in America's cities? Child care shortages, rampant substance abuse and affordable housing shortfalls are what the recent and ongoing study by the National League of Cities reveals are the top three which negatively affects children.

From the Executive Summary of this study:

1. In at least 70% of the cities, child and family issues are ... visible in communities' election-focused reporting, candidates' speeches and materials, day-to-day news coverage and on the agenda of local civic groups.

2. The larger the city, the more likely these issues are or will prominent in elections, news and civic agenda.

3. City hall professional staff and elected officials are the key players with bringing child and family issues to the forefront of city hall attention.

What is city hall doing about these problems? In spite of the issues receiving a major portion of attention, cities are struggling to be able to effectively solve them.

Lack of money is cited has the greatest barrier to more city hall involvement in these concerns. In fact, the larger the city, the more money is indicated as a barrier.

If we are the richest country, what are we spending our money on? Why do we not have enough money for basic requirements of child care and affordable housing?

* "OUR FUTURE AND OUR ONLY HOPE," A Survey of City Halls regarding Children and Families", $15
National League of Cities
Office of Publications
1301 Pennsylvania Ave, NW
Washington, DC 20004
202-626-3000

Texas Mandates BASC

Texas House Bill 913 has passed and legislates that local school districts provide before-and-after-school-care (BASC). Both Federal SACC dollars and state dollars will be used for start-up.

What's Happening in Other States

The Oregon SACC Alliance held their Second Annual Conference in September and publish the OSACCA News. For more information:
Colleen Dryud, SACC Project
700 Pringle Pky SE
Salem, OR 97310

Vermont held its first SACC Conference in September with 150 participants expected. Funding provided through the Federal Dependent Care Grant.
Contact: Jan Kozaryn
SRS/Childcare Serv. Div.
103 South Main Street
Waterbury, VT 05676

Legislation Update:

ABC Bill - Last Minute News

As we go to press, the ABC Bill which passed the Senate is to come up in the House (HR3) Oct. 4.

The reconciliation bill which included ABC would also increase Title XX by $200 million for child care.

School-age funds would come through the schools along with money for child care/ECE Services for 3 & 4 yr. olds.

The two substitute bills would decimate the ABC bill. The "Stenholm substitute" would eliminate all of HR3 ABC and leave just the Title XX increase--a 90% cut. The "Republican substitute" would do the same but also eliminate the Title XX increases.

How to Organize Clubs, Even Without Extra Space or Staff

"Clubs for older kids sounds like a terrific idea," says Barb, a school-age child care worker, "but every time we try to organize a club the kids lose interest, start to fight or leave someone out and then we have hurt feelings. Besides that we just don't have the space and even if we did, we would not have enough staff to supervise the group."

How do we go about accomplishing this task of organizing a club that does not end up causing us more problems. How do we provide the necessary staff and space to accommodate these kids?

The first step is to determine the space and staffing for the club. Several options exist that can work best for your program.

In a facility that is exclusively for child care, designating a separate room for the older children and assigning staff to the group is more easily accomplished.

However, in a shared small space situation, try these alternatives:

■ Partition off a part of the room for the use of the club. This can be done by using something as simple as a coat rack and hang a shower curtain on it so the older children can have privacy.

If you are housed in a cafeteria, use the tables as dividers. This area can be set up and taken down each day. Within these spaces, keep supplies that are just for the older school-agers, such as:

- Radio/tape tape deck
- Pre-teen magazines
- Legos
- Bean Bags

■ Designate 2 or 3 days a week to be "Club Day". Assign one staff member to supervise and set up the club in another room. This situation suits a program that has limited space and staff, enabling the program to provide a club on a part-time basis.

■ Institute a program such as Big Brother/Big Sister or Kings/Queens. Although there is no designated space, they are entitled to special privileges and activities. For example, club kids don't have to attend the general meeting that is held at the beginning of the program. Or, if they do attend, they may sit on the table instead of the floor.

■ Develop fun sheets and challenges in magic tricks just for them. Enhance the BB/ BS aspect by designing activities that must be done with a younger school-ager. Completion of these special activities warrants a token. At the end of one month, they can trade their tokens in for either an extra privilege or prize.

The next step is to convene a meeting of the interested older school-agers.

EMPHASIZE the responsibilities of being a member of this club. BEGIN by stating the guidelines of the club and the need for ownership by the members. The guidelines can be presented in a packet form*, however, these are only guidelines and the students must have input or the club will not survive.

ALLOW club members to:

[] Choose a name for the club;
[] Elect representatives who will be responsible for organizing events and activities that the members choose to do; and
[] Create their own rules, as well as follow non-negotiable program rules.

WORK through the organization process slowly with the older kids. Keep meetings brief (15 to 20 minutes). Once members feel ownership of their club, staff will say, "Yes, clubs are terrific for the older kids!"

* See page 13 for suggested packet contents and a sample form.

<><> By Tracey Ballas Baldwin, and Flo Reinmuth. Tracey is a SACC trainer & consultant in Zanesville, OH. Flo is Director of the Extended Day Program in Groveport Madison, Ohio.

Packets for older kids' clubs can include: 1. Guidelines; 2. Club information sheet; 3. Rules, with space left to fill in their own created rules; 4. Club agreement or contract signed by parent and child; 5. Club "rep" form; 6. Club evaluation form; and 7. Club description and information form (for the program's and club's newsletter).

Below is a sample "Club information sheet", developed by the Edina Kids Club staff in Edina, MN and slightly adapted for SAN.

Welcome to the Club

Welcome

It's great to have you as a member of our club. Being in the 3rd, 4th and 5th grade entitles you to be a club member - a special group of kids with privileges and opportunities not available to the younger children. This paper will help you find out more about what it takes to be a member in the club.

What We're Here For
What You're Here For

The club is here to provide a place where you, an older kid, can feel at home - a place to relax, make friends, and enjoy doing those things you like to while developing confidence, independence, and respect for yourself and others.

Freedom and Supervision

Being a club member means you will be able to make a lot of choices about how you spend your time at the school-age program. We will provide as many opportunities as possible. Because you are older now, we feel you do not need direct adult supervision at all times. We and your parents are going to be trusting you a lot to act properly and respectfully both when leaders are present and when they are not.

The most important thing we do ask of you is that you always let us know where you will be at all times. You do this verbally and through the check-out system. That is, when you go to another area either with an adult or with just a few other kids, you must place a card in your mail pouch indicating where you are going to be. On return to the club area, remove the card.

Communication

Read the bulletin boards each day for updates on activities and special events. A lot of information on what's happening at the club will be in the club newsletters sent to your family. You are responsible for reading notices.

Input

The club staff depends on you to help plan special events, programs and activities for your group. Your initiative, ideas, and suggestions are welcome!! Your creativity and energy will help make a GREAT club every day.

3rd Graders Only
PRES.
VICE PRES.

On the Job College: A Personal Journey

Last year, Ethan Fesperman graduated from high school. Although, he felt considerable pressure to go on to college, he decided to "take 12 months off from the institutional educational experience". Within two months, he was washing dishes at a local cafe and working in an after school program at a private school. At the end of his 12 months away from institutionalized learning, he described, in his college application essay, both jobs as "tremendous learning facilities."

What follows is a "course outline" from his after school job. Maybe it will sound a little familiar to some readers.

◄ ◄ COURSE OUTLINE ► ►

Course RS* 101

Cooperative Education Internship $5/hour

Prereq., Patience 210, Childish Behavior 309, Mediation Skills 301, Sport Fundamentals 479, Band-Aid 005, Snack Prep 501.

This intensive course is designed to give an inside view of the hectic, emotional, colorful and topsy-turvy world of children. You will be placed on a pedestal by some and spat on by others. Despite this, you must love all the children (at least a little) to get the most out of the course.

Faculty:

B.T. Faculty Chairperson
M.H. Co-Chair and Disciplinarian (Emeritus)
T.J. Arts & Crafts Facilitator
R.F. Mediator with Muscles
A.M. Manner & Groomer (Emeritus)

Associate Instructors:

165 boys and girls left by their parents for three hours after school has ended for the day.

Times: 2:00 - 5:30 M-F

Location: This course is taught in the playgrounds and after school rooms at the USN.

The course objectives are as follows:

1. Being able to maneuver in an area 1/3 scale model;
2. Learning where all your nerves are located;
3. Do as I say, not as I do;
4. Hyper + sugar = Tasmanian Devil
5. How to take criticism from a five year old; and
6. Freedom of affection.

---

* RS = Responsible Adult and Silly Person credit

"My peers were so very wrong when they told me I would not be intellectually stimulated. These have been months full of discovery and growth. I earned high marks at the University of Life through hard work and a love for what I was accomplishing. I am now prepared to rejoin my peers and tell them of my internship with the teacher of teachers."

Ethan Fesperman is presently continuing his "institutionalized learning" at a college in North Carolina.

Promoting SAC at NAEYC Conference

1990 National Association for the Education of Young Children's Conference will be held in Washington, D.C. Start thinking about presenting a workshop on some aspect of school-age care. Suggestions include:

Training Staff and Volunteers.... Challenging behavior patterns....Science activities ....Bridging the gap between after-school programs and self-care.... Shared space....Raising salaries and benefits.... Early adolescence care.... SACC research....Roughhousing....Women's History....Getting kids ready for now....

HELPFUL HINTS:

- ▶ Use the term, school-age, or some variation of it in your title. This will increase your chances of acceptance and will get your workshop in the School-Age Track;
- ▶ Collaborate with another school-age professional to add diversity to your presentation;
- ▶ Check with NAEYC for more details, either in the Nov/Dec '89 YOUNG CHILDREN or thru NAEYC Conference 1990, 1834 Connecticut Ave, NW, Washington, DC 20009, Tel: 800-424-2460

Divorce Program Guides

School-age programs looking for ways to help children and parents affected by divorce may want to investigate the following divorce support and educational courses.

BANANA SPLITS Program

A 100-page manual describes the program's philosophy, group project and exercises. $15.50

From:
Elizabeth McGonagle
Wood Rd Elementary School
Ballston, NY 12020
518-885-5361

FAMILIES IN TRANSITION

The program's curriculum guide covers four days worth of materials on how to communicate together to solve problems. $22.45

From:
Families in Transition
Education Project
Stepfamily Ass'n of America
PO Box 91233
Santa Barbara, CA 93190
805-687-4983

Source: Education Week

ORDER FORM

ACTIVITIES, ACTIVITIES, ACTIVITIES

____ From Kids with Love	$8.95
____ Once Upon A Recipe	9.95
____ Outrageous Outdoor Games Book	12.95
____ Incredible Indoor Games Book	12.95
____ I Can Make a Rainbow	14.95
____ Big Book of Fun	10.95
____ Self-Esteem: A Classroom Affair Vol. 1	10.95
____ Self-Esteem: A Classroom Affair Vol. 2	10.95
____ Cooperative Sports & Games Book	10.95
____ Native American Crafts	8.95
____ A Kid's Guide to First-Aid: What Would You Do If . . . ?	5.95

CHILD GUIDANCE & RELATED ACTIVITIES

____ Creative Conflict Resolution	11.95
____ New Youth Challenge	12.95
____ Skillstreaming	14.95
____ The Other Side of the Report Card: A How-To-Do-It Program for Affective Education	12.95
____ Other Ways, Other Means: Altered Awareness Activities for Receptive Learning	12.95
____ Please Don't Sit on the Kids: Alternatives to Punitive Discipline	10.95

PROFESSIONAL RESOURCES

____ HALF A CHILDHOOD: Time for School-Age Child Care	12.95
____ Day Care Management Guide	29.95
____ Activities for School-Age Child Care An NAEYC Publication	6.95

SUBSCRIPTIONS

____ 1 year (six issues)	$14.95
____ 2 years (twelve issues)	25.95

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SAC Conference

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March 9 & 10, 1990
Florida SACC Clearinghouse
Fourth Annual Symposium

Contact:
Jane Thomas
813-449-1848

Tifton, Georgia
January 30, 1990
SACC Institute: Technical
Assistance, and

Atlanta, Georgia
February 10, 1990
SACC Institute: Staff
Training

Contact:
Dr. Mike Coleman
Hoke Smith Annex
University of Georgia
Athens, GA 30602
404-542-8881

Atlanta, Georgia
April 27 - 30, 1990
12th Annual Family Day Care
Technical Assistance Conf.

Contact:
Child Care Support Center
c/o Save the Children
1340 Spring St, NW Ste 200
Atlanta, GA 30309
404-885-1578

Largest SAC Conference Plans L.A. Debut

The 8th Annual California School-Age Consortium Conference will be held at Loyola Marymount University, Los Angeles February 23 & 24, 1990. The past seven conferences, which have attracted between 1200 to 1500 school-age professionals, have all met in the San Francisco Area. Moving the conference to the L.A. area marks an effort by CSAC to move the conference site around the state. Over 80 workshops for both administrators and staff will attract over 1500 participants. The strong representation from Parks & Recreation departments, school systems, child care, the Y's, Boys' & Girls' Clubs and Scouts has made this unique event the mega conference of SACC.

For more information, contact: Andy Scott, CSAC 415-826-1669

Scrounger's Corner

Video Stores have large cardboard movie displays that they will give for the asking. Kids can use these displays for wall decorations, scenery background for impromptu or planned acting out of the movie, and "models" for their own artistic copies (drawing, painting, sculpturing). They could also be used as rewards that kids could take home. (Check with parents, first!!)

Video stores also receive promotional items, such as T-shirts, with new videos. Cultivate a relationship with a specific store that might want to "adopt" your program. Then, they may pass on many of these items which could, again, be used as rewards.

JANUARY
FEBRUARY
1990
VOL X #3

School Age NOTES

The Newsletter for School-Age Care Professionals

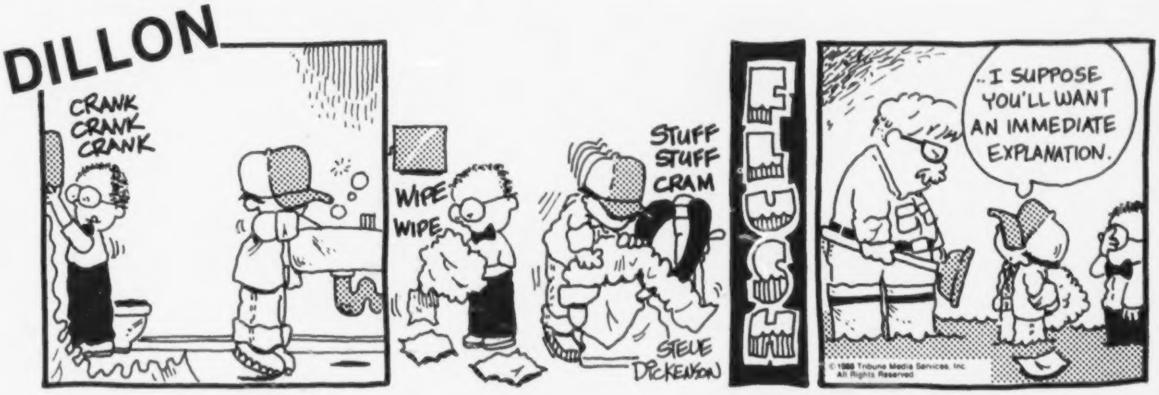
© 1990 School Age Notes — A National Resource Organization on School-Age Care — Pioneering the Field Since 1980

SAC Has Arrived! Now Has Own Comic Strip!!

Across the United States, Dillon, a comic strip school-ager, enters homes via local newspapers. Dillon, thru his adventures at school, home and the after school program, becomes a spokesperson for the several million school-agers in supervised after school care and a model for the estimated six million kids who are left at home alone.

Dillon's bathroom adventure is so typical of two school-age friends attempts to seek thrills and risks together. In the secure and limited territory of the school-age program, what better place can two dare-devil explorers find than the boy's (or girls') bathroom? It is often the only place without constant adult supervision!

This raises the question of how can we build, into school-age programs, ways kids can take these necessary risks? It also reminds us of how much the "Dillons" need adult acceptance and appreciation when they risk in unexpected and unorthodox ways.


DILLON
CRANK
CRANK
CRANK
WIPE
WIPE
STUFF
STUFF
CRAM
STEVE DICKENSON
FLUSH
..I SUPPOSE YOU'LL WANT AN IMMEDIATE EXPLANATION.
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Used by permission of Tribune Media Services. If your local newspaper is not carrying Dillon, the "school-age advocate", contact them to express your interest.

INSIDE

This issue of SAN explores the school-ager's developing need for same-age friends. "Role-Taking" looks at how kids make friends and how adults help school-agers with this crucial developmental task. "Coping with Rejection" explores kids' feelings and skills connected with being left out of a circle of friends

Why I Hate Baseball!
Role-Taking Helps Kids Make Friends
How to Get It Out of Your Head and onto Paper
Coping With Rejection

SAN Celebrates Tenth Year

1990 marks the TENTH year of School Age NOTES. 1980 was the year when most people, including child care professionals, did not know what school-age child care was. Providers wouldn't say they were doing school-age child care. Instead, people would say, "Jason is a first-grader at the school down the street from my house; as a favor to his mom I let him come here after school til she gets home from work. The younger children in my family day home enjoy playing with him and Jason helps me out, too." OR "We run a recreation program for the kids after school. Most of the kids have no one at home after school." OR "We're having more and more parents begging us to let their kids come to our preschool program after school. It was okay the first two years when we only had Rachel and then Derek, but we just can't handle the 15 requests we have now." Day Care Licensing Departments, Family Counseling Agencies and Schools were all getting desperate calls from parents who were looking for after school and summer care for their school-age kids.

School Age NOTES was founded to provide a network of support, information exchange and training to the then isolated pockets of school-age programming. To celebrate these ten years, we have highlighted excerpts from 1980 to 1989.

* * *

"TV AS AN ISSUE"
September/October 1980

"The bottom line is if you have a TV in your program, both the children and staff will watch it. If you don't have a TV, then you, your staff and children will have to create a more responsive program to meet individual needs."

"FREE OR FEE, Paying Rent for Public School Space?"
January/February 1981

"Real Estate Agents are using after-school programs in the schools as a selling point for particular localities. They have learned which schools have programs and what neighborhoods the schools serve. When approached by prospective buyers with school-age children, they stress the advantages of buying in a neighborhood with after school and summer facilities."

"SELF-CONCEPT, SELF-ESTEEM"
January/February 1982

"...Teachers' attitude toward themselves (and thus toward others) was as important, if not more important, than any materials or activities they used."

"TIME-OUT AND THE AFTER-SCHOOL PROGRAM"
January/February 1983

"The purpose (of Time-Out) is to have available to the adult a quickly applied consequence that is immediate and stops the disruptive behavior. It is not the purpose of time-out to be "punishment" as "time" served."

"NAEYC CONFERENCE REPORT"
January/February 1984

"Fairfax, VA has 40 after school programs in their public schools!!! This definitely reaffirms that public schools can be utilized to meet the need for school-age child care."

"THE HAZARDS OF SCHOOL-AGE CHILD CARE"
January/February 1985

"Exposure to Illness - School-age staff often find themselves exposed to head lice (reported by 68% of respondents), flu (87.5%), sore throats (91%), and childhood illnesses (52%). Many contract these as well as other illnesses. Other contributors to illness may be: 1/3 of respondents work when ill, 25% receive no paid sick leave, 64% have no regular breaks, and 46% indicated a lack of substitutes as a major stressor."

Continued on p. 3

Tenth Year

Continued from p. 2

"THE TEACHER SHORTAGE: SOLUTIONS FOR CHILD CARE"
January/February 1986

"The crisis in staffing (is) caused by the shifting demographics of fewer 18 year olds and the 'second-generation baby-boomers'.... (...) the staff shortage will have an impact on after school programs from now through most of the next decade.... Increased pay scales, better working conditions, making the job more satisfying, preventing burnout, and a change in the image of child care as a profession are the long term solutions."

"THE CAREGIVER AS ENTERTAINER: IS IT A NECESSARY ROLE?"
January/February 1987

"By providing the props and the right-to-choose their own recreation, we give school-agers more than the activity itself. Instead, we give respect: they have worthy ideas; we give self-confidence and competence: they can act on and be successful with their ideas; and we give responsibility: they can follow through and complete details."

"TIME OUT FOR 'TIME-OUT'"
January/February 1988

"THE GIANT STEP FORWARD in working with the out-of-bound behaviors of school-agers is not WHAT method is used but HOW it is applied."

"5 PM WHO'S CLEANING UP NOW?"
January/February 1989

"It is in the taking apart and putting together and in the creative messes that school-agers test and perfect their skills. Look on much of the clutter and mess as part and parcel of your program goals, i.e., the enhancement of the whole developing school-ager. Say to yourself; 'I must be doing a good job. This is evidence of school-agers involved in work that matters."

Booklets Reports Guides

Who's Looking For Child Care In The Greater Boston Area?

This report analyzes who's looking for child care, what kind of care they want and how children's age, type of care preferred and family income affect success in locating it.
Cost: $16 ppd

A Profile Of Employer Supported Child Care In Massachusetts

In this report, 75 employers describe the child care support they offer their workers, from above-salary subsidies to R & R assistance to on-site child care centers.
Cost: $9.75 ppd

Get Up! Stand Up! Speak Out For Child Care. An Advocay Manual

This handbook reminds readers that parents, providers and others who know the issues first hand can be the most effective advocates for improved access to safe, affordable, quality child care. It covers advocacy information and how-to instruction.

Cost: $22.50 ppd

Order all three reports from:
Child Care Resource Center
552 Massachusettes Avenue
Cambridge, MA 02139

SUBSCRIPTIONS: $14.95 for 1 year (six issues)
Send to: School Age Notes
P.O. Box 120674
Nashville, TN 37212

Office: 2934 Vaulx Ln, Nashville, TN 37204
Editor/Publisher: Richard T. Scofield
Editorial Manager: Bonnie S. Johnson
Artist: Annette Shaw
Published Bimonthly in Nashville, Tennessee

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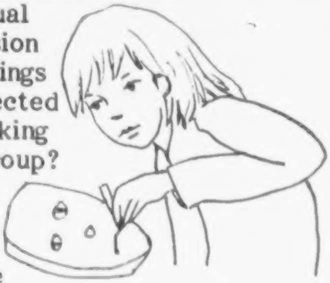
ARTISTIC EXPRESSIONS

Read the following poem. Then have kids creatively express how they feel right now. Encourage the kids to work in groups of three or four to make a group work of art. How will their individual expression of feelings be affected by working in a group?



Works-of-art may be masks, pictures, collages, sculptures, music or poems.

"I Have Feelings"

I have feelings and you do too,
I'd like to share a few with you,
Sometimes I'm happy and sometimes I'm sad,
Sometimes I'm scared and sometimes mad,
The most important feeling you see,
Is that I'm proud of me!

No one sees the things I see,
Behind my eyes is only me.
And no one knows where feelings begin,
There's only me inside my skin,
No one does what I can do
I'll be me, and you be you.

Chorus: (Repeat twice)

I feel just right in the skin I wear,
There's no one like me anywhere.

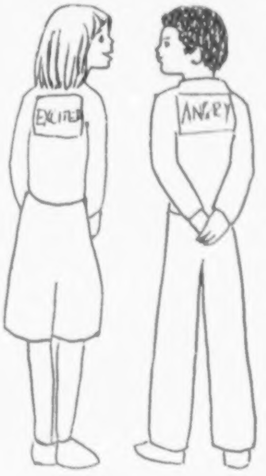
Author Unknown

SENSITIVE SIMON SAYS

Give a new twist to old games. Instead of copying actions in "Simon Says" or dramatizing movies titles in "Charades", kids can dramatize or copy feelings: happy, sad, hurt, hungry, angry, tired, funny, excited....

GUESS WHAT I AM

Tape a card with one feeling written on it to the back of each schoolager. Don't tell the kids the feeling that is on their back. The other kids and adults relate to each other as if the taped-on feeling was actually how that person was feeling. Each person tries to guess their taped-on feeling.



Discuss: What was it like to relate to someone whose actions did not match their "feeling"? How could you tell there was not a match? How did you guess what your "feeling" was? What clues did other people give you?

MYSTERIOUS MATES

How much do you and the kids know about each other? Test your knowledge with these ideas.

Have the adults and kids line up in numerical (or alphabetical) order according to age, birth month, first initial of mother's name, favorite number,.... Use a stopwatch to see how fast you can do it. Then, scramble and try again to beat your time.

FACTSEARCH

This is a scavenger hunt, not for objects, but for facts. Give each child a list of questions and send them in search of the facts. Encourage kids to work together to foster cooperation and a spirit of helping each other.

Questions can be "How many swings are on the playground?" ... "How many doors does the school have?"... "What time did the sun rise and set today?"... "How many steps to the second floor?" ... "Where was the program director born?" ... "What is the Mayor's name?"

<><> By Nancy Mahar

See pages 8 & 9 for more friendship activities.

838

Why I Hate Baseball! and Advocate for Right to Choose

I always hated baseball!

Even at camp when teams were organized, and all my friends seemed to look forward to the daily dreaded hour, I still hated baseball. It was the only event of the day requiring everyone to take part. It was this one event that kept me from returning to 'THAT' camp ever again. In retrospect, I realize that I was not alone in my "big hate". Some kids stood out in the field gazing at the sky - praying for rain. Others studied their watches waiting for the hour to be up. And still a few more headed for the bathrooms to hide out. The dreaded panic, when I might be called to bat - only to be embarrassed to hear: "You're Out!" (You let the whole team down), was overwhelming.

To me, at age 10, camp was baseball - that one dreaded hour a day!

Have you ever felt like working on a special project that you could hardly wait to get started on? The time is right. The scene is set. All the materials are ready and you are in "go" position.

Then, for some unknown reason, you said "Can't be bothered!" "

WHAT DID YOU DO?

Nine times out of ten, you put all the stuff away, only to begin again another day.

Often, we, well meaning child care workers, plan activities around our own need to achieve success, our own interests and our skills. We research materials on developing self-esteem through experiencing success; learn more creative craft ideas and games galore; and devour articles on "How to get kids to...".

TO HAVE OPPORTUNITIES TO MAKE RESPONSIBLE CHOICES IS THE RIGHT OF EVERY CHILD!

TO PROVIDE THE ENVIRONMENT, MOTIVATION, AND ENCOURAGEMENT IS THE CHALLENGE FOR THE STAFF!

Still, we are faced with the blank, glazed looks OR the aggressive response of defiance. Why? Because we try to motivate them into following OUR agenda - to make OUR time "worthwhile".

WHAT HAPPENS WITH KIDS?

We plan the process, organize the materials, and set aside the time and space. What do we do when kids respond with "Don't want to!" or "No way" or more emphatically "Make me!".

Do we allow the kids the same privilege that we assume is our right - to make choices and to follow thru with the choices we make:
- on our own time
- at our own speed
- according to our needs?

Do we tell them, "This is your program" and "This is your leisure time" at the same time we say, "Now this is what we are going to do and you are going to have fun (or else!)?

If so, we are setting ourselves to fail. Disgruntled school-agers and too many power struggles ensue. All because we have such difficulty admitting that kids can make constructive choices on their own, according to their developmental levels, skills and interests. Children cam identify with their own successes only when they feel some ownership in the decision-making process.

What is the responsibility of the staff? Could it be to set the scene? To:

- Plan the environment around which children can make choices that will lead them to personal success or to failure from which they learn about themselves;
- Research areas of need for different age groups;
- Spend time getting to know the kids, identifying and sharing in their interests and skills;
- Trust children can make responsible choices that fit with their needs.

<><> By Adele Thomas, Staff Trainer for the Lethbridge Out-of-School Program in Alberta [Canada].

Start Low, Build Slow

Part of the trick in planning activities is to put them in an order that's appropriate for the group. Playing games and activities in a rational sequence fosters more consistent results: COOL kids (Cooperative, Creative, Open, Optimistic, Loving) and a happier staff.

"Starting low and building slow" means sequencing games according to these relative criteria:

- ☐ Rule complexity
- ☐ Degree of interaction
- ☐ Cooperation needed
- ☐ Energy level
- ☐ Trust & safety needs
- ☐ Listening skills, and
- ☐ Attention span.

In general, before you play more complex, higher energy games, start with games that require only small amounts of the above criteria, like the ice-breaking games of Name Whip and Birthday Circle. These simple games require and develop the main ingredients of healthy play: listening skills, cooperation and even self-esteem. low in energy and complexity AND that require a minimum of trust, cooperation, and safety consciousness. Games, such as fall into this category.

In the beginning, when players have less sense of trust in each other, they are less comfortable with games that require physical contact. As trust builds, players will participate more enthusiastically. Add "touching" aspects to increasingly complex games.

From this foundation, you build into games that require cooperation, some safety awareness and touching, like Group Juggler, Knots or Zoom.

Assuming these games are well-handled by the kids, try games which are more complex and fast-paced, such as Smaug's Jewels or All The Balls. If players are cooperating and playing safely, then progress to games like Sharks & Dolphins, Runaway Atoms (Elbow Tag), Blob Tag or Samurai Tag. The sequence of games may take several weeks as players gradually build their play skills. Use these games as logical rewards for cooperating!

GAME TO GAME

Keep the feeling and flow of play intact as you move from game to game.

Choose games with similar formations to sequence together. That is, have circle games follow other circle or square games as in the first six games mentioned above. Then move into two lines for the next two games, All The Balls and Sharks & Dolphins. Avoid going from a scattered game, such as tag to a circle game.

Use creative movements to get from one game or playspace to another: bunny hopping, frog leaping, bear walk, clam crawl, snake slither...

Make the transition into a game itself, like Blind Centipede: "Everyone in a line, hands on shoulders of person in front of them, eyes closed, except for the first person, and off goes to the centipede to a new game....

Pre-set up boundaries for the next game, so kids don't have to wait. Otherwise you might lose the flow... and the kids!

Involve kids in the setting up. That is, "Okay everyone, grab onto this rope. Lucia and Ron, move toward each other to form a circle. Everyone, move back as far as you. Great! Drop the rope so it is behind you. To play this next game, everyone has to stay inside the rope."

Announce "This is the last round" as a warning to help kids accept the end of a game. Avoid moving abruptly from one game to the next. This will reduce anguish from the kids and the typical lament: "Oh, pleeeease!!! Just one more round???!!!"

Start low, build slow, and provide playful transitions to maintain flow. Both you and the kids will end up building a more even-tempered foundation of healthy play - together!

Excerpt from: "HOW TO PLAY WITH KIDS: A POWERFL FIELD-TESTED NUTS & BOLTS CONDENSED GUIDE TO UNLEASH AND IMPROVE KID-RELATING SKILLS" by Jim Therrell, $12.95 ppd. Call 415-359-7331 for details on book or his seminars.

Role-Taking Helps Kids Make Friends

Forming and expanding friendships with peers is an important developmental need of school-agers. As children become less interested in spending time with adults, they are more involved in talking, hanging out, playing games, and in working with other school-agers. Watching them, we witness an exchange of electrifying energy. It is as if they have discovered a new planet with people just like them on it.

School-agers have less time for the known factors from the old "planet", namely their parents, teachers, school-age leaders and other significant adults. Except as anchors, supporters, clarifiers, refreshers, and facilitators, adults move to the fringe of the school-ager's existence. Peers move to the center.

However, sometimes making friends isn't easy. Some kids do not accomplish this critical developmental task without the help of a caring adult.

What Is Involved in Making Friends?

First, children have to:
Meet peers;
Share a little about self;
Find common points;
Do something together;
Help each other;
Share more of self;
Do something more involved with other;
Discover differences;
Fight;
Patch up schisms; and
Appreciate similarities and differences.

Second, "Friendships deepen with the ability to role-take, with the ability to put oneself in other's place", assert Mollie and Russell Smart in SCHOOL-AGE CHILDREN (Macmillan Publishing, 1978).

To develop this role-taking skill, Smart and Smart assert that children need "a breadth and variety of social experiences and relationships, with peers, older people and younger children".

Role-taking also involves how adults relate to kids. A study, that observed parental interactions with their children and the children's ability to role-take, noted the following:

"FRIENDSHIPS DEEPEN WITH THE ABILITY TO ROLE-TAKE, WITH THE ABILITY TO PUT ONESELF IN OTHER'S PLACE"

> "Parents, who were person-oriented, based their regulations upon the individual characteristics, needs, abilities, and motives of the persons involved. Such a parent, upon finding out their children had skipped school would first try to find out why they did it, what meaning it had to them, and how they felt about it. Then the parent would deal with the act on the basis of the reasons for it and its significance to the children and to the teacher.

"Children who come from person-oriented families were able to communicate more effectively, taking more account of the listener's perspective. This finding indicates that when parents take account of children's point of view, children are more able to take the perspective of other people."*

School-age programs are ideal places for developing skills in making same-age friends.

The environment provides a richness of many people (kids, adult leaders, administrative and supportive staff and outside resource staff) and of many experiences (art, music, sports and games, science, woodworking and explorations).

The adults (both leaders and parents) can facilitate kids learning and practicing the basic skills necessary to make friends. This can be done through modeling, role-playing or even a formal "How to be a friend and how to make friends" course.

Adults can also relate (or learn to relate) to the children from a person-orientation. Programs can provide training on person-oriented communication for adult leaders and parents.

* From SCHOOL-AGE CHILDREN by Smart and Smart

CELEBRATING KING'S BIRTHDAY

Celebrate African-American friendships on Martin Luther King Day (January 15th) or Black History Month (February).

Play music with African-American roots: blues, jazz, reggae,...

Visit an African musical performance,...

Obtain African musical instruments and have children create their own songs,...

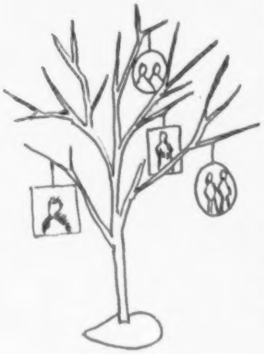
Share African-American friendship stories. These can be personal or in books, such as "Anansi, the Spider" by Gerald McDermutt or "Moja means One" and "Jambo Means Hello" by Muriel Feelings.

Make African-American friends by planning a African-American friendship party or play. (A play could be about Martin Luther King or the famous civil rights march on Washington or Rosa Parks or someone in your community.)

Develop friendships through pen-pals who may want to exchange tapes of music, messages of news, jokes, riddles, stories, sport events and personal interests and dreams.

PLANETARY PEERS

Make a "friendship tree" to celebrate "International Friendship Month" in February. Go on an exploration to find a tree branch, about 3 to 4 feet high. Make sure it has many offshoots. Place the bottom of the branch in container of sand, playdough or clay. This is to keep the branch upright and stable.



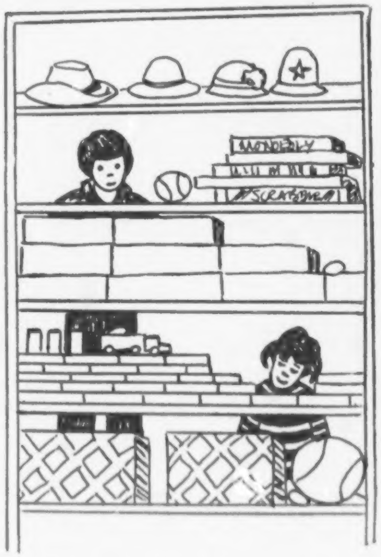
Hang friendship memories on the branches. Kids can take photos of kids with their best friend(s), bring photos from homes, draw pictures, make "ornaments" or homemade buttons, write and hang poems, riddles or jokes.

"KNOCK, KNOCK! WHO'S NOT THERE?"

Children are seated in a circle, with eyes closed. Two children are chosen to quietly leave the circle and hide. The remaining kids now have the task to figure out who's not there. After the group correctly guess who's missing, then those two children each get to pick the next two "hiders".

This game not only is fun and helps children increase their observational skills, but it also helps build bonds of friendship between pairs of kids as they team up to outwit the group.

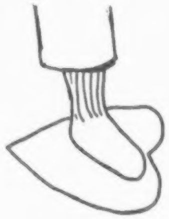
EVERY DAY EGG HUNT

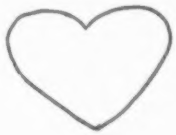


The Highland Afterschool Program has Egg hunts all year long. A perennial favorite, different ages of children hide eggs for each other.

HEART GAME

Cut giant hearts out of red poster board. Put five hearts on the floor. Start music with a upbeat. Kids dance around hearts. Stop music. Each school-ager must have one foot touching a heart.



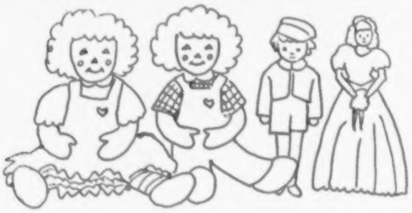


Remove one heart and start the music again. Stop and start music until only one heart is left and all the kids try to fit on one heart. Can they do it?

Reprinted from SAN, January/February 1986

INTERESTS & SHARES

One way that friends spend time together is through sharing their hobbies. January is "National Hobby Month" which makes it an ideal time for kids to become acquainted with different hobbies, to share theirs with their program friends and to start a new one. Learn about different hobbies by finding books at the library, visiting a museum to view doll, train, stamp, coin, collections.



Designate a special "Share Your Hobby" day. Kids, their parents, relatives or family friends can bring in their hobby (or photos of it) for others to see and learn about. Take photos of the different hobbies to display later.

BALLOON BANTER

Half of the children sit in a circle. The other half stand behind them in a circle. The Outside team tries to keep the balloons out.

CHUMMY CHAIN

When a child tags someone, she becomes a partner with that person. They join hands to pursue a third to tag. Each person tagged becomes a part of the chain.

FRUITY FRIENDS

Each child is responsible for contributing one piece of fruit. They wash, peel, pare and dice their fruit and add to a large bowl. Mix and serve for snack. Add fruit-only jam and vanilla to plain yogurt for a delicious topping.

Note: Avoid the problems of kids forgetting their fruit or being embarrassed because they cannot afford to bring fruit. Set up a fruit store. Include fruits that kids may not have eaten before, such as kiwi, papaya, mango, star fruit, apricots,.... Post a "price" list. Each piece of fruit can be purchased by completing a specific chore.

SQUIGGLING JOURNEY

With a partner, children walk to the nearest corner. The group leader tosses a coin. Heads? They walk one block east or north. Tails? One block west or south. Walk for about ten minutes, tossing a coin at each corner. Can you retrace your steps or draw a map of the route?

HANDICAPPING MANEUVERS

Divide into helping pairs.

One person is blindfolded; the other can only communicate nonverbally.

Have each pair participate in regular activities for fifteen minutes. They can paint, play checkers, monopoly, cook, construct with hammers & nails, perform plays or music.

After fifteen minutes, have the kids switch handicaps.

Other handicaps could include: arm in sling, walk with crutches only, broken thumbs,

This activity will help kids understand physical handicaps. It can also highlight how friends can mutually compensate for visible and invisible handicaps. The kids might be interested in making a poster of invisible handicaps: poor speller, reader or mathematician, get dizzy on heights, medical diet prohibits pizza and ice cream, family member is on drugs.

<><> By Nancy Maher, President of the Mid-Hudson AEYC in Poughkeepsie, NY. See page 4 for more friendship activities.

How to Get It Out of Your Head and onto Paper

"I just can't think of anything to write."

"Why is it so easy for others to write and so difficult for me?"

"Where do I start?"

"Why did I ever agree to write this. I just don't have the time to get this written like it should be?"

Getting started on writing is no easy task for most of us. Whether it is the board of directors report, the parent newsletter, the anecdotal records, a funding proposal, or an article for a child care publication, most of us have an attack of frozen fingers and perpetual motion when we sit down to write. What can an aspiring writer do?

■ Remove Roadblocks

With pen or word processor in hand, the would-be writer throws up roadblocks to getting words on paper. Fear of criticism (they'll think these are stupid ideas) and fear of the unknown (I've never written an proposal before. Can I do it?), the desire to be perfect, and past experiences of spelling and grammatical errors all contribute to this. In addition, lack of (what we perceive to be) original thoughts stand in our way.

Dictionaries, Wordspell and Strunk & White's "The Elements of Style", good editors (professional or friends) and friends who are great at spelling and grammar, can all help with the spelling/grammar errors. That's what they are there for!

Writing the first draft will be totally imperfect. It will be filled with disconnected thoughts, unfinished sentences, phrases with no beginning or end. Abandon the false idea that what comes out of our heads must be just right the first, second or even the third draft. The art writing is revising.

There is no original thoughts. Whatever you can think of has been thought of and probably written about by someone else. What IS original is your perspective and your experiences and your putting it together. You make what you write unique and interesting to others.

For example, writing about parent meetings has been done over and over. But maybe your experience involved a complete failure. Your original perspective could be titled "How NOT to run a parent meeting!" You undoubtedly learned a lot from your failure; others could too if you shared it with them.

■ Maximize Your Style and Strengths

Do you learn and perform more effectively in a visual, verbal, auditory or kinesthetic mode? Maybe instead of writing your first draft, you need to talk it out with a friend while the tape recorder runs; OR dictate it; OR get up and walk around frequently while you jot ideas down.

■ Create the Optimal Environment

Some people need a quiet corner; others can't write without lots of noise and interruptions; some need routine: the same place and time every day; others need motion: they "write" into a dictaphone in the car. I need to "munch" on snacks and get up frequently while I write. Ellen Galinsky wrote "Between Generations" in a bowling alley while her kids bowled. Figure out for yourself what works best for you.

■ Start Writing

The best way to write is to write. Write frequently and copiously. What you will end up with is a ton of no good stuff and a couple of ounces of pure gold prose. Toss the garbage out; keep the gold.

Try this exercise:

Write non-stop for 15 minutes. Even if you can only think of ideas like, "I can't think of anything to write.", "This is stupid. I'm not getting anywhere". Write everything that comes into your head. Don't censure it. As you do this the cobwebs and extra baggage will be cleared away and sharper thoughts will flow.

Continue on page 13

Coping With Rejection

Six-year-old Jamie bursts into tears as she rushes up to Mr. Cowl, the caregiver. He stoops to her level, puts his arm around her and exclaims, "What's wrong!" Jamie announces through sobs, "Tanya didn't invite me to her birthday party!" Four girls are hovering together around Tanya, discussing the upcoming party.

Jamie is disappointed, sad, and feels left out. In this situation, as in numerous others throughout their lives, children experience rejection. They are chosen last for a kickball game, are dropped by their friend in pursuit of another friendship, or as in this instance, not invited to a party.

We may try to comfort Jamie by saying, "Don't feel so bad. I'm sure there will be other parties you'll be invited to." We might try reassuring by stating, "I like you. I know if I had a party, I would certainly invite you." Or even yet, we might try to distract her by saying, "Stop crying now, you'll get tears on your pretty dress. Let's go play together with the new legos."

Comfort, reassurance, and distraction may have their places from time to time, but the adult who employs these is failing to help Jamie meet the real developmental task here, that is, learning how to cope: how to cope with these unpleasant feelings.

When children are not chosen by others, they may feel unworthy. "If Tanya doesn't invite me, then I'm not OK. Something is wrong with me."

What we want children to understand is that they will not always be chosen or invited, but this does not mean they are inadequate. Children need to learn how to maintain positive feelings of self-worth in all the experiences they encounter.

How Do We Help Them Feel Good About Themselves and Cope With Feeling "left out"?

▶ Recognize true feelings. The adult can say, "You feel left out and that makes you feel very sad. You really want to go to the party and you wish you were invited." The adult communicates to the child that her feelings are OK and that it is normal to feel sad. The child feels accepted for who she is.

▶ Encourage the child to express further feelings through words and appropriate actions. The child may be feeling a wide range of emotions: sadness, anger, resentment, jealousy. Simply stating feelings out loud helps to dissipate their magnitude. Allow the child to cry if he wishes or withdraw for awhile. The actions must be acceptable and not aggressive.

▶ Share reality information with children. Remind them of some "real facts" which may contribute to their being left out. Tanya's parents may have limited her to inviting only four girls. Some children are chosen last at kickball because they cannot kick or throw the ball as well as others. Remind Jamie she was invited to four birthday parties last fall and remind the ball player how well he does in math. Help children remember their strengths and accomplishments. These "real facts" help the child understand that even though left-out, they are still liked, appreciated and worthy.

▶ Teach positive social skills (and other specifics, like kicking a ball) so they are more accepted by their peers. Some children may not be invited to a party because they are not liked. They are bossy or painfully shy or aggressive. They will need help from adults to learn acceptable social behaviors.

▶ Encourage children to take responsibility for their own needs. This is a big step towards learning how to cope. Ask the child, "Is there anything I can do to help you feel better?" The child may wish to be hugged, played with, left alone or allowed to play with a special game....

Help school-agers begin the lifelong process of identifying their needs, knowing their inner selves, and coping with the frustrations life offers.

<><> By Nancy Ledbetter
SAN Reprint Jan/Feb '84

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Behind the Scene

What is the most important part of our school-age program? No doubt snacks are the children's priority. Caregivers highlight successful games and creative projects, while parents vote for field trips.

What about the rest of the program? Do we notice those daily routines and rituals that make our program so much the same from day to day, yet so uniquely separate from all the others?

Some things just never change. Amy won't be at the bus stop when the van pulls in at 2:36. So the driver will wait until Amy runs from the playground, after she's taken one more slide. Jennifer might forget her books again, Kim won't have her boots on. Adam will need help climbing the van's big step.

When the driver asks the children if they had a good day, Allison will challenge, "Do you always have to ask us that?" The driver will wonder if Allison's day was better than it sounds.

When the van arrives at the program, Mrs. Madsen, the group leader, with arms full of balls, bases, and jump ropes, is waiting for them. "It's too cold to play outside," complains Alison, "and too muddy," echoes Kim.

"There are vitamins in the sunshine," asserts Mrs. Madsen, "and you need the fresh air. Let's work up an appetite for snack."

Then comes the most predictable line of all, "What's for snack?".

Routines. Where would be without them?

In a world changing so fast, and filled with so many upsets and surprises, how comforting it must be for children to know they are always there for each other, and that we are always there for them, waiting to hear about their day, giving them the chance to play together, and above all else, sharing a hearty snack in the middle of an eventful and tiring day.

Often, we don't think about the importance of simple routines, like taking attendance. We care enough to notice where the children are. Children know who's absent, and when we ask, they tell us all the details. This reassure each child that they will be missed when absent.

Of course, there is always the bathroom routine. Nicole never has to go until after snack, and Jeff has to go as soon as he gets off the van. James waits for us to remind him to scrub between his fingers, Monica makes sure we see how much soap she's using.

We take this ritual for granted, unless we have been in a situation where bathrooms were not available. How much energy and time we waste on a field trip, just trying to find functioning facilities!

Making a clean sweep of the routine category is the clean up ritual. Jeremy says it's Robert's turn and Lisa reminds us that Mary went home before she cleaned up. Pam is the first to fight for broom, but we follow her to the dust pile to retrieve the Legos and Lincoln Logs.

For all the aggravation of cleanup, without it, the playground would have no bases, balls or jump ropes; cribbage no pegs, and puzzles no pieces.

Routines and schedules are the backbones of our programs. They allow us maximum time for the creative and more memorable moments. They give parents, children and caregivers security in knowing that we invest enough to be organized.

Routines also give children, caregivers and parents confidence that we are efficient in matters of health, safety and nutrition, and conscientious in finding out, "How was your day?"

Our flashy lesson plans, splashy paintings and fun-filled field trips are exciting and invigorating, but behind all the drama are those backstage routines, which set the stage for children to play their roles colorfully and comfortably.

<><> By Nancy Mahar

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National PTA Says NO! to Spanking

An estimated two to three million incidents of corporal punishment take place in America's school's each year, reports a recent news release by the National PTA. Research indicates that children are being punished (hit with a hand, a wooden paddle — sometimes drilled with holes to cause more pain — or locked in closets, tied to chairs or stuck with pins) for minor transgressions such as giggling or making low exam grades.

"In an effort to protect children from ...'legalized child abuse', the National PTA " is seeking federal legislation against corporal punishment in schools.

The PTA news release points out that although corporal punishment has been "banned in prisons, psychiatric hospitals and military schools (!)", it is still allowed in 31 out of 50 states. PTA Vice-President Arlene Zielke has said, "These (31) states recognize that corporal punishment doesn't change behavior in the longterm and they have instituted non-violent discipline procedures."

Check with your local and state PTA to see what you can do to work toward a national and local ban of corporal punishment in America's schools.

Kellogg Grant to Promote Healthy Attitudes and Behaviors in Young Teen-Age Girls

With the help of a four-year $1.8 million grant, the Girls Clubs of America are starting TEEN CONNECTIONS. Funded by the W. K. Kellogg Foundation, this program intends to improve the health of at-risk black, Hispanic and Native American girls, ages 12 - 18 years.

Four specific program components - physical fitness, substance abuse prevention, good nutrition habits and stress reduction - are designed to promote healthy attitudes and behaviors in teen-age girls. The 12 to 15-year olds will receive primary focus. Field-test sites will be Girls Clubs of Birmingham, AL, Puget Sound, WA, Rapid City, SD and Bronx, NY.

Girls Clubs of America serve over 250, 000 girls between 6 and 18 and have a proven record for providing programs for youth employment, sexuality education, and health promotion.

For more information:
Mary Jo Gallo
GCA
30 E 33rd St
NY, NY 10016
212-689-3700

onto Paper

Continued from page 10.

The following resources are helpful to anyone involved in the writing process.

"The Elements of Style"
by Strunk and White
Macmillan Publishers

"The Self-Publishing Book"
by Dan Poynter
Para Publishing
Santa Barbara, CA

"Writers' Ideas on Writing"
EXCHANGE Mar/Apr 1983
pages 17 - 23

"How to Write a Best Seller"
by Larry Rood
EXCHANGE July 1985
pages 14 - 16

"To Burn Out or Churn Out: How to Experience Stimulation Through Writing"
EXCHANGE June 1980
pages 5 - 12

The three articles from the EXCHANGE magazine may be ordered from:
PO Box 2890
Redmond, WA 98073

NOTE: Order writer's guidelines from individual child care publications for specific information on how to submit articles.

This training material was presented by Bonnie Johnson at the 1989 Tennessee Association for Young Children Conference.

New Bedtime Stories For Our Children

Not long ago I was fortunate enough to be with a Nigerian poet who shared wonderful tales from his homeland with me each day. As I listened, I gradually recognized that the stories were vaguely familiar, and that they were very much like the stories I had learned as a child. In fact only the animals in the stories had changed! I was amazed to think that these African folktales had survived, essentially intact, over all this time and distance. And then I realized that I probably had not told these stories to my own children. Instead, like most conscientious parents anxious to instill a love of reading in their children, I had been careful to read stories to my children. But I had read them stories from books.

Before the Civil Rights Movement (had) desegregated public libraries and (had) caused publishing companies to become more sensitive about racial stereotyping in books for children, sharing picture books with our children was a much less pleasant experience. But now, thanks to Gwendolyn Brooks, Erza Jack Keats, Eloise Greenfield, Sharon Bell Mathis, John Steptoe and a host of other authors, our children have access to books that provide positive images and more accurately depict their realities. At the same time however, we may have lost the art of telling stories, of teaching children to close their eyes and imagine.

It is important to provide our children with the knowledge of the Bible and of classic fairytales, but let's also tell them stories about Anansi the spider, and use a map to show them how Anansi stories travelled from Africa to the Caribbean and the southern United States. Aesop's fables are fine, but Booker T. Washington's journey from slavery to a college presidency, and Fannie Lou Hamer's voyage from life as a sharecropper to that of conscience of a nation are equally important lessons. Let us tell our children about Phyllis Wheatley and Nat Turner, Cinque and Toussaint L'Overture, and help them to become as familiar with Harriet Tubman, Sojourner Truth, and Frederick Douglas as they are with Sleeping Beauty, Peter pan, and Snow White. Our children should come to think of the underground Railroad in some ways as the ultimate adventure story, and Harriet Tubman as the definitive super-heroine!

Perhaps even more importantly, we must teach our children about our living heroes and heroines, so that they can gain a sense that everything is possible. Let's make sure they learn about Mae Jemison, the young M.D. who has been selected for the U.S. Space Program. Let's teach them about Dr. Benjamin Carson, who worked through a difficult adolescence and became chief pediatric surgeon at John Hopkins. Help them to identify pictures of black women and men of achievement in newspapers and magazines, and then let them place them a book or on a bulletin board. Make sure to include local community leaders in the collection -- they are heroes and heroines, too.

Let's not forget that some of the best stories come from our own families. Children can learn important lessons from the recollections of grandparents, great aunts and great uncles. To a small child, true stories about what life was like when older relatives were young can seem as incredible as most folk tales. Now more than ever, our children must learn that history is created by our actions each day.

<><> By Marian Wright Edelman, President of the Children's Defense Fund. Used with permission.

Black History Resource

Ancient Africa's Golden Legacy is a resource kit that explores the Nile Valley's African roots and its far-reaching influence.

Designed for kids 8 and over, this kit contains a 12 minute color/sound filmstrip, guide, bibliography and activity sheets. $38

Order from:
Ayana Productions
P O Box 13652
Los Angeles, CA 90013-0652

848

Child Care Legislation Update:

Federal School-age money in limbo as USA Today headlines, " 'It's over' for Bill on Child Care ".

As we go to press, the $1.7 billion child care bill was jettisoned from the Budget Reconciliation Act. USA Today (11/16/89) reported a dim outlook for a 1989 child care bill. The culprit was the unresolved conflicts over whether tax credits or direct vouchers would be used to lower child care costs.

The bill was taken out during the first week in November when 20,000 early childhood professionals met in Atlanta for NAEYC. So many advocates called from Atlanta to protest that the phone lines in Washington were jammed and Ellen Galinsky, President of NAEYC, in her opening remarks at the conference, said that "NAEYC was asked to call off its troops!"

Does this put federal dollars for school-age care in limbo? Since this is the last authorized year of the SA Dependent Care Grants, will they be re-authorized or will Washington wait to see if school-age is funded through the remains of the ABC bill?

SAC seems to be in for some good news. Damian Thorman, of Representative Kildee's office, spoke at the Wellesley SACC Project October 31st Special Session in Atlanta. According to those present, the expectation was that regardless of any money proposed in the yet-to-be passed child care bill, the Dependents Care Grants would be re-authorized. The Dependent Care Grant program has been so successful that a swap is highly unlikely. The program was appropriated with an increase to $13.3 million, with 60% for SAC and 40% for R & R.

Schools' View of SACC

School administrators in four Pennsylvania counties believe children need before and after school supervision. Only 22% (of those who responded to a survey conducted by the Delaware Valley Child Care Council*) provide after school supervision but 75% think schools should be used for SAC.

Responding school officials think school systems should:

- provide rented space (20%)
- provide free space (18%)
- allow use of school equipment (18%)
- act as liaison between program and home (17%)
- provide transportation to and from program (15%)
- provide supplies (12%)

To obtain a complete copy of the regional survey report, send $10 to:

DVCCC
401 N Broad St, Ste 818
Philadelphia, PA 19108
215-922-7526

* in collaboration with the Southeastern Pennsylvania SACC Project.

ORDER FORM

ACTIVITIES, ACTIVITIES, ACTIVITIES

___	From Kids with Love	$8.95
___	Once Upon A Recipe	9.95
___	Outrageous Outdoor Games Book	12.95
___	Incredible Indoor Games Book	12.95
___	I Can Make a Rainbow	14.95
___	Big Book of Fun	10.95
___	Self-Esteem: A Classroom Affair Vol. 1	10.95
___	Self-Esteem: A Classroom Affair Vol. 2	10.95
___	Cooperative Sports & Games Book	10.95
___	Native American Crafts	8.95
___	A Kid's Guide to First-Aid: What Would You Do If . . . ?	5.95

CHILD GUIDANCE & RELATED ACTIVITIES

___	Creative Conflict Resolution	11.95
___	New Youth Challenge	12.95
___	Skillstreaming	14.95
___	The Other Side of the Report Card: A How-To-Do-It Program for Affective Education	12.95
___	Other Ways, Other Means: Altered Awareness Activities for Receptive Learning	12.95
___	Please Don't Sit on the Kids: Alternatives to Punitive Discipline	10.95

PROFESSIONAL RESOURCES

___	HALF A CHILDHOOD: Time for School-Age Child Care	12.95
___	Day Care Management Guide	29.95
___	Activities for School-Age Child Care An NAEYC Publication	6.95

SUBSCRIPTIONS

___	1 year (six issues)	$14.95
___	2 years (twelve issues)	25.95

SAVE SAVE SAVE SAVE SAVE

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RESOURCES

SAC Conferences

CALIFORNIA

February 23 & 24, 1990
8th Annual California
SA Consortium Conference
Loyola Marymount Univ.
Los Angeles, CA
Contact: Diane Gill
213-837-8116

FLORIDA

March 9 & 10, 1990
Florida SACC Clearinghouse
Fourth Annual Symposium
Tampa, Florida
Contact: Jane Thomas
813-449-1848

GEORGIA

April 26 - 29, 1990
13th Annual Family Day Care
Technical Assistance Conf.
Contact: Joe Perreault
Child Care Support Center
c/o Save the Children
1340 Spring St, NW Ste 200
Atlanta, GA 30309
404-885-1578

ILLINOIS

April 7, 1990
Downstate SACC & Recreation
Conference
Sangamon State University
Springfield, IL

May 4 - 5, 1990
3rd Annual State-Wide SACC
Conference
Chicago, IL

For info about Illinois
Conferences, Contact:
Vicki Stoecklin
IL Dept of Children and
Family Services
406 East Monroe
Springfield, IL 62701
217-785-9206

MINNESOTA

March 3, 1990
4th Annual Minn. SACCA
Conference
Minnetonka, MN
Contact: Deb Ukura
13120 E McGinty Road
Minnetonka, MN 55343
612-933-9150

NEW YORK

January 15, 1990
3rd Annual NY Capitol
District SACC Conf Day
Keynote: Rich Scofield
Albany, NY
Contact: Rayette Johnson
518-374-9136

WASHINGTON

May 2 - 4, 1990

"Your City's Kids"
National Conference on
Children & Youth
Contact: Richard McConnell
2201 6th Ave, Mailstop 32
Seattle, WA 98121-2500
206-442-0482

ILLINOIS CREATES TRAINING NETWORK

The Illinois Department of Children and Family Services has sent out a RFP (Request for Proposals) for a six-month $20,000 planning grant to set-up a SACC Network. This Network would eventually receive Dependent Care Grant or similar federal dollars to continue training and technical assistance previously provided by the Department.

To ensure continuity and build on the networking-already-in-process, the Network Board will consist of members from the two existing SACC conference planning committees.

MARCH
APRIL
1990
VOL X #4

School Age NOTES

The Newsletter for School-Age Care Professionals

Reclaiming Herstory

"Building a Seamless Web"

photo by Nancy P. Alexander

Through their connection with the school-age leader, two young girls "try on" careers as aviators.

Inside

March is Woman's History Month and April 22, 1990 is the 20 year celebration of Earth Day. To celebrate both, this issue revolves around significant persons, events, art, development and activities as they relate to girls and women. In telling herstory, we recognize our indivisible connection with Mother Earth and with each other.

"They Should Do This in School" page 2
Becoming Woman page 7
Herstorical Activities pages 8 and 9
Play Leadership Certification page 10
"Mr. Greenjeans, Move Over" Plant Your Own Garden page 12
Giving Older Kids A Taste of Work World page 13
Taking A Journey Thru Herstory page 14

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EDITORIAL

"They should do this in school"

I attended three different workshops on reading and school-age programs this past year. All three reported on innovative projects to help school-agers improve their reading skills. The innovative approaches included : A free choice time for kids to read a book of their own choosing in a soft, comfortable space; A short time period (10-15 minutes) for adult reading out loud to kids; and Child-selected activities that related to reading.

The results of these projects were that kids not only improved their reading skills, but they also expressed and displayed an enjoyment of and an anticipation of reading books. These projects gave the kids opportunities to have enjoyable reading experiences.

It is a sad commentary on our educational system when approaches, as simple as (1) the opportunity to read a book of your choice, (2) an adult reading out loud, and (3) reading-related activities, are perceived as innovative. These approaches are fundamental, basic and necessary for kids to know and enjoy reading.

"As long as elementary school teachers and principals believe that reading instruction based on basal readers and related materials is the state of the art, the 'scientific' method of teaching reading", Patrick Shannon of University of Minnesota asserts, "change cannot happen. He points out that there is no evidence - scientific or otherwise - that the basal reader-workbook-worksheet approach is successful. This has been known for at least 25 years." Shannon goes on to say that "School personnel's subjective opinions about the relationship between reading instruction and commercial materials (has) built up over the years by publishers' and reading experts' promotion of basal readers ..."*

What we have in our schools is a system which is not teaching kids to read but one that is turning them off to reading.

Listen to what school-agers (who participated in one of the reading projects**) had to say when asked if they believed the recreational reading program should be carried out in school.

"They should do this in school because at school you don't get to read."

"They should do this in school because there are a lot of good books to choose from. They don't have good books at school."

"They should do this at school because you can learn alot. You see because I'm reading so much I get to practice reading which will make me better at it. I think I'm going to be real smart in school this year because I read so much this summer."

When asked "Where do you like to read better, here (school-age program) or at school?", the answers from the kids included: "Reading is better at the center because it is fun. It makes you like to read."

It does not take research studies to tell us that what kids enjoy doing they will choose to do more often. And, as the wise child above asserted, the more they read the better they will get at it.

Although, a shift, albeit a gradual one, is occurring in our educational systems toward developmentally-based teaching methods, school-age programs can , for many years to come, provide children with the opportunities to experience learning as a joyous pursuit.

For programs that want to make a difference in children choosing to read for fun and knowledge:

- provide soft, comfortable, quiet spaces;
- read to the children every day do activities related to books
- put out a wide range of reading levels books
- be adults models who read for enjoyment with and in the presence of the children.

by Bonnie Johnson

* *Source:* ***Reading Research and Instruction****, Vol 28 #3 p18. Cited in Growing Research Review, Vol 7 #10, 10/89*

** *"Promoting Inner-City Children's Voluntary Reading", Lesley Mandel Morrow (Rutgers University), 15 Heritage Lane, Scotch Plains, NJ 07076*

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Girls' Clubs Create "Doers & Dreamers"

The San Leandro Girls' Club, in California, famous for its celebrations of Women In History, shares some of its "Doers and Dreamers" successes and ideas.

- ☆ Read about a famous women. For example, inventor Madame C.J. Walker, or Dr. Rebecca Lee, the first Black woman doctor, who advocated for the mentally ill.
- ☆ Make vintage clothing, including jewelry, dresses out of curtains and sheets, high top shoes out of old sneakers, and petticoats from several layers of skirts. Use wardrobe in dramatic play.
- ☆ Design and try different hairdos of the day.
- ☆ Put on a play or puppet show about the heroine.
- ☆ Try some recipes from vintage cookbooks.
- ☆ Make dolls out of bottles for bodies and clay for heads. Dress them in clothing made from material scraps.
- ☆ Make cosmetics out of honey, oatmeal and cucumbers.
- ☆ Test herbal teas like Sacajawea drank.
- ☆ Learn songs like the field holler, "Rise, Sally, Rise!"
- ☆ Make a tabletop float of each heroine, depicting biographies and accomplishments.
- ☆ On large paper, trace body shapes and make a life-size portrait of a favorite heroine, including dress and hair style. (In San Leandro, the floats and portraits were exhibited at the local library.)
- ☆ Make a calendar of the girls' drawings and biographical writings.

1990 calendars of Women In Science, made by the Girls' Club, are available for $3.00, plus postage, from:
San Leandro Girls' Club
2450 Washington Ave.
San Leandro, CA 95477

- ☆ Have a parade, complete with grand marshalls, placards, vintage dress and period songs.

Other programs have included Women in Sports, Women in the Arts, and Women in Science, and will include, in the future, according to Program Coordinator JoAnn Lothrop, Women in Ancient Times and Women in Other Cultures.

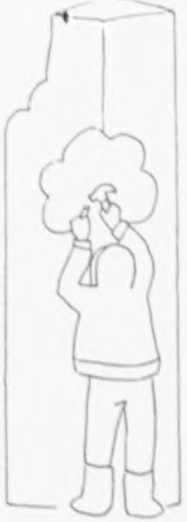
By Nancy Maher

National Poison Prevention Week: March 19-25

Check with your local Poison Control Center for flyers and information sheets to hand out to parents. Have a scavenger hunt to identify and label poisonous items in your program environment. Assess whether items such as cleaners, paints, medications, sprays, rubbing alcohol, and plants are properly stored to prevent poison accidents.

And How Do They Celebrate Spring in Alaska??

At the Emerald City Child Care Center in Fairbanks, Alaska, where the "normal" spring temperatures are +10 degrees, school-age children can be seen enjoying the warmer weather in a distinctly different way. Taking a 4' x 4' x 8' block of ice, each school-ager carves their own work of art.



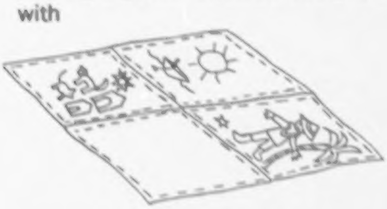
For programs who do not have the advantages of ice cold temperatures, try freezing water in square plastic food containers to make minerature blocks of ice. Kids can carve as desired. Do this in as cold an environment as available. The artwork may not last long, but kids can have fun in the process. Do preserve by taking photos and displaying on walls.

Thanks to Diane Duvall for sending us this unique activity.

Recording Women's Lives Today and Yesterday

STORY QUILT

Much of our history was recorded by women in their quilts and tapestries. Create a "Her-HisStory Quilt" by piecing together squares designed with fabric crayons or markers, by each student. Squares can represent favorite memories, events, characteristics or friendships of each person. Sew squares together for a wall hanging, or raffle the story quilt as a fundraiser.



TAPESTRY

Make a School-Age Story Tapestry, by arranging designs of felt and yarn on a large burlap background. Felt and yarn pieces of various colors can depict the stories, lives, and scenes of children in the Program.

THE ART OF CONNECTING

Women were the experts in the arts of weaving, stitching and macrame. For more school-age project ideas and detailed directions, see Childcraft's How and Why Library, Volume 11, "Make and Do," World Book, Inc.

WOVEN BOOKMARKS

Cut rectangular shapes from plastic pieces of needlepoint canvas. Using a darning needle and brightly colored yarn, sew the yarn from space to space, making patterns out of various colors of yarn.

"BASKET" WEAVING

Collect plastic tomato and strawberry baskets. Weave thick, brightly colored gift yarn in and out, then out and in, through each hole. To form a point, making the yarn easier to direct, tightly wrap a small piece of masking tape around the end of the yarn, forming a tip.

Child Care IRS Tip

When parents fill out their 1989 Tax Return, they must include two identification numbers to obtain the child care tax credit. These numbers are:

1. All claimed dependents, two years and older by December 31, have to have a social security number indicated on the tax return. Call the local Social Security office to find out how to get numbers for dependents.

2. All child care providers must have a taxpayers identification number. For a family day home provider this can simply be their social security number. Consider giving this information to parents in writing to reduce the number of individual requests for it.

TENN Governor's SAC Conference May 11-12, 1990

Governor Ned McWherter of Tennessee is sponsoring his second state SAC Conference. Last year the Governor, in initiatives to support and expand SAC through schools across the state, announced a controversial separation of licensing. Regulation responsibility of all school-operated programs was transferred out of the Dept. of Human Services (Day care licensing) and into the Dept. of Education. Thus two different and separate licensing bodies for SAC programs was created. Last year's conference attracted 300 participants; 400 are expected this year.
Contact: Cathi Witherspoon
615-741-3312

Rich Scofield Keynote Speaker in North Carolina

At the NC state school-age conference, Rich Scofield of SAN will speak to the theme: **Making a Difference for School-Age Children: A Challenge for Providers**. It will be held April 6 & 7, 1990 in Research Triangle Park, near Raleigh, NC. and is partially funded by the federal dependent grant monies. For more information, contact Barbara Spaulding, 919-733-4801.

Did Annie Oakley Really Exist and Who Is Janet Guthrie?

Jesse built the blocks up; Lee joined him adding a long, steep ramp. Picking a curved plastic road, Melvin attached this piece just before Russell zoomed his bright yellow Corvette down and around the newly created ramp. Caitlin picked up the red mustang, poised above the highest slope, when Jesse and Melvin yelled, "Caitlin, get out of here. Girls can't drive racecars. Only boys can!"

So many years ago that it seems too long ago for the hurt to still creep in and wring my heart like it does. I was probably five years old. I was dressed in a brand new cowgirl outfit, with fringes and cowgirl hat which sat not on my head, but right at the top of my back. In my hand was a rope, for the horse of course. Pride and happiness filled me. I was full of visions of Dale Evans and Annie Oakley and Gene Autry and the Lone Ranger. Out by the lilac bush, my male peers were busy in the pursuit of cowboy activities. As I approached them and shouted out my wish to join their cowplay, I vividly remember their scorn and total rejection. Not only could I not join them in play, but they asserted I could not be a cowgirl for there were no such things as cowgirls. In one swift motion, my vision and my play existence was erased, discounted. It did not exist.

It may have been a long time ago for me, but it is still the same story for Caitlin and her sisters. Will it be the same hurt for them forty years from now? How will this affect their vision of who they are? What can adult leaders do to open the horizons for not only Caitlin but also for Jesse, Lee, Melvin and Russell?

With the many conflicts that arise in a normal school-age program, this conflict is probably missed by the adults. If Caitlin accepts the boys' refusal to join them, most adults will be glad the kids handled the conflict themselves. If she asserts herself, and quickly plunges the car down the track, the boys will mostly likely allow her that one run and then block her from another try. If she persists, they may abandon or dismantle the track, leaving Caitlin abandoned. If the five of them get into an escalated verbal and/or physical fight, adult intervention probably will focus on the "fight", not the contributing factor.

It is highly unlikely that, with or without adult intervention, Caitlin will join the racecar drivers in the comraderie of the building up and the racing down of the tracks.

Unless ... Unless, the adult leaders can intervene in ways that increase the chances.

At the very least, an adult can describe what is happening and reassure Caitlin that she is okay, that she is someone who can race cars and and race them with friends. The adult can help the child see what is happening more clearly.

The adult can be the observing eye, that notices the scene and joins Caitlin at the race track scene. She can lend her physical presence to Caitlin to send the message that females have the right to be there, that females are interested in the thrill of strong and fast motors and that females and males can be together around the center of power. She can show by example that girls and boys can play together in a previously staked-out male kingdom.

In addition, the adult leader can be a listening ear to the child. To hear her hurt; to be there for her in a time of pain.

Post facto experiences and discussions can also expand the awareness of both boys and girls. This can include:

- Magazine pictures of woman race track drivers;
- Read aloud books or telling stories of women competing in races;
- Older girls and women (mothers) sharing stories of racing cars when they were school age;
- Discussions of what it feels like to be left out; or about how girls and boys are alike/different; or about how sometimes boys like to play with just boys and girl with just girls;
- Visit to or by a race driver to talk about requirements and training to be a driver.

Note: Although this may appear to be a story about racecars, it is really about being made invisible by virtue of being female. Basketball, computer game, construction work, science experiments and other experiences could easily be substituted for racecars.

by Bonnie Johnson

All Play Considered

It's time to answer.

Readers are now asking crucial questions which focus on bettering the art of play leadership. Since play leadership is really how to effectively relate with kids through games and activities, build their self-esteem, and foster lifetime skills (like listening, cooperation, respecting personal space, safety awareness), these questions demonstrate the need for timely insights.

It's time to respond! All your questions about play will be considered! And remember, April is National Humor Month...

Dear Mr. Play: "From a woman's point of view, I have difficulty relating to the boys in my group. They often seem resentful when I ask them to do something simple, like keep their hands to themselves. How can I get along better, and yet accomplish my goals with the group? —Frustrated in Chicago

Dear Frustrated: Pack up and leave Chicago. Boys have a history of being hoodlums there. Besides it's way too cold in the winter.

Short of that, understand that boys are generally more aggressive - whether through genes or beans, circumcision or television, it doesn't matter! Channel that aggressiveness into a high energy game right when they arrive at your site. Make sure their bodies are given the opportunity to move freely, to feel their physical potential.

Design a rough-and-tumble activity into your daily schedule - be sure girls are invited to take part as well! Use only safe/soft equipment (though you don't have to use any equipment). Ask Rick Porter for his field-tested ideas and videotape on roughhousing.
(After School Catalog, 1401 John St, Manhattan Beach,CA 90266, 213-545-1073.)

Remember, play is freedom in action - which might look like chaos to you. Remind school-agers of specific fairness and safety concerns but let them play hard. (Have a group huddle if they get too far out of line.) They'll love you for the chance to test themselves.

Dear Mr. Play: "I'm constantly confronted with the dilemma of whether to go outside or stay inside during marginal weather. What are some criteria or rules of thumb to go by. —Perplexed in Poughkeepsie

Channel that aggressiveness into a high energy game right when they arrive at your site.

Dear Perplexed: First, figure out whether your pun about the weather was intentional or not. Second, move south—it's just as cold in Chicago.

This is a toughy. I know I don't want to go outside if it's a little wet or even a bit chilly. That's my preference. The kids (most) would prefer to go outside whenever possible and get muddy and wet. It's tough sometimes to do what the kids want, especially when their parents are involved. So, first you have to decide whose side you are on: yours and the parents, or the kids?

Second, keep safety foremost. As long as the kids are active and have a layer or three of clothing (love layers), they can play outside. Their bodies are kept warm and dry via movement and layers. Once they tire or stop moving or before they're soaked to the skin, get inside.

Have everyone keep an extra set of old clothes in their cubby hole for a change into dry clothing when needed. It's more work and organizing, but hey, the kids will benefit bunches because of your efforts.

Kids are inside way too much as it is - school, TV, VCR, CRT (computer), Nintendo.... Overcome your hang-ups, adapt, wear layers, a waterproof coat, and get outside! In fact, challenge those kids accustomed to being inside. Tell them you respect and share their opinion (which I do) and move'em out the door!

Okay, okay, here's the "rule of thumb". (Be sure to let me know the origin of this wonderful idiom): "Whenever the cats and dogs descend, it's past time for all play to end." Play inside. (For Chicago: Whenever the wind chill doth plummet, it's time to stick your hand out and thumb it — either south or inside, it's time to hide ...)

by Jim Therrell

***NOTE:** Please send your questions to Mr. Play, Chief Ringleader, Play Today! PO Box 1891, Pacifica, CA 94944, 415-359-7331. Therrell is a regular SAN columnist, national seminar and keynote presenter, kid at heart, and author of "HOW TO PLAY WITH KIDS". This handy, nuts & bolts condensed guide is available from SAN. See p. 15 to order.*

Becoming Woman

DEVELOPMENTAL NOTES

Becoming woman involves the making of quilts and weavings. It is about connections; about relationships with self, others and with earth and space. As we look around the school-age program, 7-year -old Stacy is shooting baskets, 9-year-old Tonethia is fabric-painting, 11-year-old Amelia is crying because three girls won't let her join their secret club, and 10-year-old Rona, sitting on the rug is reading a book to 5-year-old Darlene. Over in the far corner, Brigit, Mari, and Rhea are experimenting with energy by mixing baking soda with vinegar. These school-age girls are involved in a variety of activities, some of which our society has traditionally labelled male or female. However, they are all in the process of "becoming women".

What messages are they receiving from the staff, other children, the maintenance crew, the parents and the Board? If we take a closer look, we might notice that the posters on the walls show only male basketball players. Or we might overhear Lamar, the teenage staff assistant, yell at Stacy to quit fooling around with the basketball. Or we might notice the director belittle Amelia for being such a baby, crying about everything. "You don't see the boys crying every time someone won't let them play a game!" Or we might see the frown on Brigit's mom's face when she comes in to pick up Brigit. She doesn't say anything, just frowns and brushes the baking soda off Brigit's clothes in thinly veiled disgust. Or, at the Board meeting that evening, we might look over the shoulder of Mari's father to read the written agenda which includes such terms as chairman, maintenance man, mankind and brotherhood.

From this two minute scenario, we can take a microscopic look at highly detailed interconnections of becoming women. The actions we take next in this scenario can make a difference for Stacy, Tonethia and the others. Do we we model and teach assertive skills, so that Stacy can say to Lamar and to herself, "I am not fooling around. I am playing basketball and I am good at it." Are we in touch with our own feelings so that we can allow and accept Amelia's sadness and pain? Can we affirm Brigit's curiosity and creativity as well as accept her mother's limitations? Do we periodically observe what messages the environment is conveying? Do we post girl basketball pictures? Do we challenge language that limits possibility thinking for girls and women? Do we talk about mail carriers, construction workers, chairpersons, snowpersons, police officers, firefighters.
How do we react to the following quote?

"Unless boys grow up with broadened concepts of masculine behavior, they may be threatened by assertive, achieving, creative, self-confident women."
(CHILDREN by Smart & Smart, p. 544)

This quote stopped me in my tracks. I had been busily researching the current developmental information about baby girls growing into school-agers and into adults. I pondered for a long time why I reacted so strongly to this statement. Finally, I realized that the language of this statement creates a break in the connections between male and female. It, in effect, implies that strong women are a threat to males. No, you protest. It only means that boys need broader ideas of what being masculine means. It only means that women are expanding their concepts of being female and are becoming assertive and strong while males are lagging behind. Let's look again.

Why are the two thoughts in the same sentence? By placing these two concepts together and with sentence structure that makes one related to the other, this quote makes a false dependency. By taking apart the sentence and looking at each half we can perceive that neither half rest on the other. Each is separate.

The first part says: "Unless boys grow up with broadened concepts of masculine behavior..." Males do need to expand their masculine concepts in order to develop themselves as fully human. That is, to become more nurturing, more empathic, more cooperative, more expressive of feelings, more interdependent, more assertive, more creative. It is to round themselves out with the development of traditional female traits.

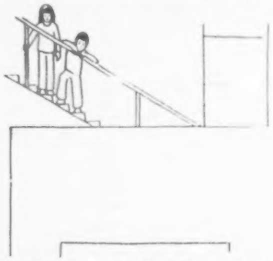
Certainly it is not to avoid being threatened by strong women.
"... they may be threatened by assertive, achieving, creative, self-confident women." is an example of crooked thinking. Strong, empowered women are not threatening. They are self-confident and self-assured and have no need to psychologically threaten anyone. By keeping a narrow view of masculinity, boys will not be threatened by strong women, but instead by the non-existence of those "female" characteristics in their own personalty. The Smart & Smart quote is just one of the many examples of distorted messages, however subtle, girls receive on their path to becoming women.

Becoming woman is about learning to be nurturing, interdependent, curious, assertive, active, athletic, introspective, questioning, expressive, strong, adventurous and scared. Becoming woman is really about piecing together and weaving a whole.

HERSTORY HISTORY HERSTORY HISTORY

MYSTERY HISTORY

Read Virginia Lee Burton's The Little House for historical perspectives. Then read Burton's Mike Mulligan And His Steam Shovel. Find out what's in the basement of your Town Hall, and if the furnace is like Popperville's. Then see if you can find Mary Ann in the book, The Little House.



WHODUNNIT?

Read the Nancy Drew Mysteries. Put on a play about your favorite, or write a mystery of your own.

Play the game of "Clue."

Plan a Nancy Drew Whodunnit Day. Writers prepare a plot, like "Who Stole The Peanut Butter?" and make up all the different situations and characters. Everybody works to unravel the mystery by questioning, supposing, and guessing.

A FAMOUS LIGHTHOUSE

Read The Little Red Lighthouse And The Great Grey Bridge by Hildegarde Swift and Lynd Ward. Note: Because of the insistence and persistence of a school-ager, the Little Red Lighthouse has been declared a historical monument in Manhattan.

"ALL IN THE FAMILY"

Trace the School-Age Program Family Tree. Who were the first teachers? students? What are those "pioneers" involved in today? What were their favorite games? activities? snacks?

Trace your own family tree, noting which relatives have your same smile, talents or coloring. Become a Family Historian, recording interesting or exciting stories and quotes from family members you interview.

TRACING TALES

Ask your local library for its historical records. Find out about heroines, celebrations, traditions, and about the first schools and stores and automobiles. Interview the Town Historian and trace your own town history.

Find out where the name of your school or streets came from, and the origins of the names of the town, city, county, and state.

LINCOLN
MAPLE AVE
MAIN ST
BLVD
JACKSON AVE
FIRST ST

WRITE RIGHT

Read Little Women, by Louisa May Alcott, imagining what it was like to grow up years ago. Write your own story about what it's like to grow up today.

OUT OF THE MOUTHS OF OLD

Explore local museums or historical sites nearby to find out about families and facts in your own backyard or neighborhood. Interview senior citizens who were former leaders, or whose families settled the area, and find out about their oral traditions and folk stories. What were their favorite songs?

SEEING SCHOOL-AGERS AS THEY ONCE WERE

Find out where old factories or businesses used to be, and imagine what it would have been like to work in those settings. What would it be like to be a child who worked 12 hours a day, for little or no pay, and never went to school? What were the children's jobs like? How young were the children who worked there?

PLAYING HERSTORICALLY

Rummy-like Card Games about Great Women, including Founders and Firsts, Poets and Writers, and Foremothers, are available from: Aristoplay, Ltd., P.O. Box 7028, Ann Arbor, MI 48107

P.O. Box 120674 • Nashville, TN 37212

HERSTORY HISTORY HERSTORY HISTORY

TRADITIONS IN SONG

Folksinger Viki Diamond sings these verses, composed by children across the United States, to the tune of "This Land Is Your Land."

Sixth grade girls in Glenns Falls wrote:
"Oh, Hudson River, oh Life Giver,
While I keep growin', you keep flowin', Sometimes polluted,
sometimes clear, Hudson, you keep flowin' by me here."

Children in Hawaii wrote:
"This land is your land, this land is our land, from the top of Maine to the Hawaiian Islands, from the Gulf of Alaska to the Gulf Stream Waters, this land includes both you and me.

A 13 year-old Rosebud Sioux girl wrote:
"As I was walking down the highway, I didn't see no one going my way,
Will my life be a solo fly way, Or will I find someone to love and come with me?

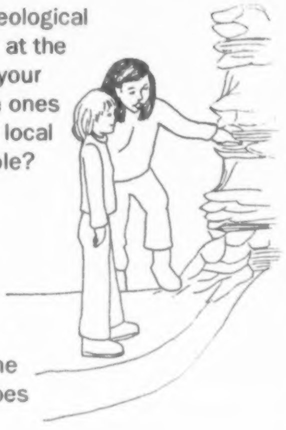
Add your own verses, about your feelings and thoughts about your land, our land.

NATIVE AMERICAN ROOTS

Discover which Native American tribes are, or were, in your area. Explore their traditions, lifestyles, foods, activities, and music. Who were and are the women leaders?

IN SEARCH OF STONE

Conduct a geological study. Look at the buildings in your area. Which ones are made of local stone? marble? granite? limestone? If you are in a city, what effect has city air had on the different types of stone?



FLYING FEMALE

Amelia Earhart was the first woman to fly the Atlantic alone. Childcraft's Volume 11 suggests that an instrument panel be designed on the back side of a large cardboard box. Glue on spools, jar lids, bottle caps and mirrors for the instruments. Wear earmuffs and make goggles out of two circles of plastic 6-pack soda can holders. The front side of the box has a propeller and the two sides are wings.

PUT IT IN WRITING

Like Nellie Bly, the journalist who wrote about people who were ignored or treated poorly, write an article or editorial about a cause you believe in. As a "Letter to the Editor" to the local paper, deliver it personally to the paper during a field trip or tour there.

MOVING MUSCLES

In 1932, Babe Didrikson Zaharias won two gold medals and a silver medal in track and field Olympic events. Plan a track and field day, including the favorite events of each student in the program.

SHOWING HER STRENGTH

Helen Keller advocated for the blind and the deaf. Arrange visits with children who are blind or deaf, and become familiar with their books of braille and their sign language.

POLITICALLY SPEAKING

Phyllis Wheatley, a black slave girl, wrote a poem to General George Washington and walked through Continental Army lines to present it to him. Invite legislators to visit and talk about problems or local issues, or arrange to visit legislators in their offices. If school issues are of concern, meet with the school administrators, and work to resolve the situation to everyone's satisfaction.

TRAINING TIPS

SAC Director Confronts Training Technique

January, 1990

Dear School Age Notes:

I am concerned about a training technique that is being used with school-age professionals. I have been in several workshops where this technique is used to apparently sensitize adults to the needs of children in SACC.

The technique involves asking adults to recall and visualize a time when they were a school-ager. From the visualization, they then can draw on this warm, nurturing, playful, positive experience that will help them create quality programming for children.

I have experienced this technique in many different ways, from asking adults to "Visualize those things your mother did for you after school" to "See yourself as a child and go to a safe place in that setting."

Trainers, who ask adults to visualize a warm, secure happy time as children, to recall caretaking experiences before and after school, to remember things our mother and father did for us, so that we can emulate and respond to school-agers as we were once cared for, are being careless and irresponsible.

Many of us working with children come from dysfunctional homes. When asked to recall childhood memories, it is not warm, loving visions that come to mind. Instead, memories of pain, abuse, and neglect are recalled which can be confusing. When this technique is used, both time and support needs to be available for working through whatever feelings and memories do arise. Recognition needs to made that mental trips back to our childhoods can bring back pain as well as joy.

Over the years, I have learned and am more capable of delivering quality care. I am freer of destructive interactions learned in childhood. This has not been from re-living "warm and loving" childhood times. Instead, I now respond to and build behaviors within a new framework; a framework guided by adult awareness of human needs.

I challenge school-age child care trainers to become aware that not every childhood is filled with love and warmth. We need help to look at all aspects of our childhoods, to learn from the warm moments and the cold experiences within a safe and supportive environment.

Laura Pfandler, Director
Northwest Latchkey
Seattle, WA

National PTA Drug & Alcohol Awareness Week March 6-10

A FREE Information Kit, containing tip sheets, reproducible artwork, ideas for conducting meetings and events, can be ordered from: Marita Craven
PR Dept National PTA
700 N Rush St
Chicago, IL 60611

Play Leadership Certification Now Available

Become a professional play leader. Leading games and play activities can be a frustrating experience for new school-age leaders (and old leaders, too!) Many times this is simply because leaders do not have the tools and training. Out of this need, the National Association of Professional Play Leaders and Educators created a National Play Leader Certification Program.

The certification program is designed to train and certify professionals interacting daily with kids (ages 4 - 12) in specific leadership concepts and skills. SACC programs, with play certified staff receive three major benefits:

- Increased marketability and credibility: "We care about your kids. We have invested our time and resources to train and certify our staff as Professional Play Leaders..."
- More protection against liability claims: Certification, especially with emphasis on physical and psychological safety, is a crucial factor in reducing liability claims. By decreasing the circumstances for negligence, agencies are better able to protect themselves from liability suits.
- Kids get what they deserve: A positive adult model who knows how to play alot of good games AND how to treat kids so they develop healthy self-images and pro-social skills.

Contact: Jim Therrell, NAPPLE, POB 1891, Pacifica, CA 94944, 415-359-7331 SPECIAL NOTE: To be a pilot site, contact Jim by April 20, 1990.

NSACCA News

At the Second National School-Age Child Care Alliance Conference (Atlanta, 11/89), more than 200 participated in workshops designed to prepare for the critical school-age issues of the Nineties. Highlighted ideas from the conference and related SACCA activities are:

Homeless children are a mounting constituent that are now part of the "Special Needs" category in SACC.

Essential for success with older kids: involve them in planning and give them responsibility for the outcome.

Plan ahead so that activities can be self-sufficient and workers can involved with kids.

In an effort to actively encourage girls to try previously male-labeled experiences, The Science Bus, from a Minnesota university, visits school-age programs where girls climb on board and get first dibs.

Time-Out is Out! Teaching school-agers to observe their own actions and the effects on others and to learn new ways of social interaction through discussion, role-playing and modeling is IN.

Colorado's AEYC Conference had a separate sacc track for the first time in 1989!

Ontario, Canada has mandated that all new school buildings must include a school-age program facility. 450 school boards are being surveyed re: present school-based programs and plans.

Adopt-A-School Board Member. Invite her to special SACC events. Send cards and newsletters. This can help the School Board have clearer idea of what SACC is all about.

Pre- and Young Adolescent School-age programming is growing. Arlington County (VA) has a new project which is housed in the middle schools. It expands the regular sports and clubs usually offered in schools to include a greater variety and has an optional accountability component. Parents can choose and pay for a system wherein their children sign in and sign out, an adult knows where their child is at all times and will contact the parents if the young adolescent does not report to the program.

"The three most important parts of school-age programming are staff, staff, and staff." *Jacque Shayne*

In March, the Board of the National School-Age Child Care Alliance (NSACCA) will meet, at the Florida SACC Clearinghouse Symposium, to continue working on the goals of NSACCA.

At the 1990 annual SACCA Conference, action was taken to:

- expand the Governing board to 27 members, including one representative from each of the six committees, the President, secretary and treasurer and 18 member at large. The six committees are: Governance, Membership, Public Policy, Communications, Conference and Coalition Development.

- elect Tracey Ballas Baldwin (Zanesville, Ohio SACC Consultant with Wellesley Project) as President, Kathy Hermes (Kansas City, Kansas Camp Fire, Inc) as Secretary, and Patty Macie (Arlington, Virginia Extended Day Program) as Treasurer.

- increase involvement in year long state SACC coalitions or alliances. The coalition-building committee plans to identify alliances, state by state and assist states to form coalitions if they have not already done so.

- plan a two-day annual SACCA Conference in 1990.

As We Go To Press

THE THIRD ANNUAL NSACCA CONFERENCE will be in Washington, DC

on November 13-14, 1990. (That's right! Two full days. As usual, this will be before the National Education of Young Children Conference which begins on November 15th.) Prospective workshop presenters can contact: Ellen Gannett, SACCA Conference Co-Ordinator, SACC Project, Wellesley College Ctr for Research on Women, Wellesley, MA 02181 for more information and "requests for proposals". Please do so by the end of March.

Pennsylvania NE Region Annual SAC Conference

will be held May 1 - 2, 1990 in Bethlehem, PA. Contact Debbie Heim at 215-691-1819 for more information.

"Mr. Greenjeans, Move Over" You Too Can Plant Your Own School-Age Garden

"Have you got a green thumb?", asked the school-age leader of one child. "Who me? No, my thumb is brown." . So it is for many children and adults. Their ideas about growing green stuff are often negative or absent. In **GROWING UP GREEN**, Alice Skelsy and Gloria Huckaby assert that growing up green for a child is a state of mind for both the child and particularly the adults around her. What is your "growing up green" mindset? Are you interested in becoming greener? If so, keep on.

Spring is the time to think about gardens and growing things. The school-age child needs the experience and reward of working with dirt, plants, water; and reaping the harvest of foods, flowers, and new seeds. Many times the school-ager lives in a concrete world of apartments, sidewalks, and streets. Even if she has some "green" ground around at home, often her working parents do not have the time to spend "digging in the dirt".

A school-age leader can provide the time and space for wonderful things to happen, where brown thumbs can become green.

City Gardens

Think you have no space for a garden? Think again.

Go inside. Indoor gardens can take place in large baskets, barrels boxes, window boxes for growing strawberries, potatoes, lettuce, tomatoes and more. What is important is for kids to get their hands into dirt, seeds and water, and to connect with the process of earth, water, sun and themselves coming together to produce sustaining green stuff. *(PUDDLES and WINGS and GRAPEVINE SWINGS contains lots of ideas and specific instructions. See p. 15 to order.)*

How about borrowing land? Find someone - parent, board member, staff, or even a local institution (bank, community center, city park) - who would let a group come out once a week to tend a garden.

Gardening Goals

- To provide an experience that could meet the needs of a wide age range.
- To promote group co-operation and individual motivation.
- To create understanding of the cause-and-effect relationship in nature.
- To actively engage school-agers in planning and implementing a long-term project.

Plans and Methods

1. Adult leader discusses with kids the kinds of things that could be planted.
2. Leader and children draw up a map of what the garden will look like.
3. Field trip to seed or hardware store to purchase seeds, topsoil, and more.
4. Measure off garden space and stake it with string. Small garden space, such as in wooden barrels will be "marked off" by the container.
5. Dig up the garden. For large outdoor spaces, finding a volunteer to till the ground would be beneficial.
6. Mix new top soil, fertlizer and other additives into dirt. Check with local agricultural agent for information on how to improve the soil. Testing soil for what is needed to make more fertile is a service offered by state agricultural centers.
7. Make rows and plant seeds or seedlings.
8. Water the garden well.
9. Make a chart for the children to sign up watering, weeding, ...
10. Make a wall drawing to record the number of flowers and vegetables that are harvested.

Following the plan described above, one inner city school-age program involved 40 children over a five month period. They harvested mustard greens for lunch for 70 children. They sampled raw green beans, radishes, carrots and onions. Vases of flowers appeared on the director's desk.

It was the adult leader providing the supplies, space, continuous motivation, modeling and patience through out the five months along with the school-agers' high energy, enthusiasm, hard work and curiosity that made it a "growing" experience.

Eight-year-old boy: "I spent the day digging up the dirt. It was really hard work because we had to get out the grass and roots. Jason kept crying to use my shovel, but he was too little."

Six-year-old girl: "The teacher let us water the plants. We had to get a bucket and fill it inside and carry it to the garden. I always watered the flowers and tomatoes."

by Becky Bowman. Revised from original article, SAN March/April 1983

Giving Older Kids A Taste of Work World

The Scene: A prestigious law firm in Ohio. The Cast: Six lawyers and six older school-agers, matched one-to-one. The Script: Each school-ager would spend part of the day "shadowing" their lawyer, trying on various aspects of the profession. The Outcome: The lawyers would benefit almost as much, if not more, than the kids.

At the Zanesville City Schools Latchkey Program, school-agers in the 4th, 5th and 6th grades were part of the Young Apprentice Program. The PURPOSE? To provide opportunities for older school-agers to:

- To learn about possible future professions or types of work;
- To explore places outside of the traditional child care setting and within the surrounding community;
- To meet community leaders and gain positive role models.

To replicate this program, use the following steps as a guide.

1. Make a giant list of careers by brainstorming, looking in the yellow pages and classified pages of local newspapers.

2. Have each child choose three professions/work that she would like to explore. Have them list in order of their first, second and third preference. (This will give the adult leader more options in Step 3.)

What professions did the Zanesville kids choose? For starters, President of the United States, followed by Olympic Athlete, florist and, of course, lawyer.

3. Contact people from each profession that the children select to see is they will allow a child to visit their workplace and speak to them about their job.

Discuss and agree to:
a. Length of the visit;
b. Transportation arrangements;
c. Any "hands-on" experiences the child can look forward to trying;
d. Special clothes, equipment, tools the child needs to bring.
e. The child makes the contact to arrange the day and time of the meeting.

President Reagan sent a letter of regret and well wishes, the State Representative visited the program and the Mayor of Zanesville teamed up with the would-be president for the day!

The aspiring athlete ended up with an Olympic trainer, learning about the importance of nutrition, mental attitude and physical discipline as the road to Olympic fame.

A Spring Garden at the latchkey program was the result of one child's day with the florist.

4. Visit a local college or technical institute library for information about selected careers. If possible, check out books or videos. Some colleges have videos about the college they show prospective students.

5. Teach, practice and role-play phone skills.

6. Let each child contact the professional by phone to:
a. Introduce themselves
b. Briefly explain what she needs
c. Arrange day, time and length and location of meeting
d. Find out what additional information she needs before the meeting
e. Thank the professional and say goodbye.

7. Obtain a permission-to-participate slip from parents.

8. Arrange transportation. The school-age staff drove them to work site and the parents picked their kids up from there. The parents received repeated reminders of the importance of picking up their child at the agreed upon time. Not one parent was late!

9. Escort the child in to meet with the professional and let them guide the experience from there.

10. Have the child send a "Thank You" note the day after the meeting.

11. Decide, as a group, on a culminating project or activity to wrap up the experiences.

Invitations were hand-crafted. Breads and cookies were baked. Individual Collages of their experience were created and hung on the walls. The Zanesville program invited their professional partners to an appreciation tea. 80% of them came and received the collages as a parting thank-you.

By Tracey Ballas Baldwin, Child Care Consultant with the Wellesley SACC Project and Flo Reinmuth, Director of the Extended Day Program in Groveport Madison, Ohio.

Taking A Journey Thru HerStory

Emma Goldman came to the U.S. from Russia in 1885 and took a job in a factory. Outraged by the way workers were treated, she dedicated her life to winning workers' rights. Her fight for social change led to her deportation in 1919.

Mary McLeod Bethune began a girls' school in Florida, which became the Bethune-Cookman College. She was its first president. In 1935, she founded the National Council of Negro Women, which today reaches 4 million people through community and educational programs. She was the first black woman to become a Presidential advisor. In 1936, FDR appointed her Director of Minority Affairs.

Nellie Bly (Elizabeth Cochran) fought against prejudice against women reporters. She was hired by the Pittsburgh Dispatch and worked for reforms in prisons and mental institutions.

Clara Barton, who founded the American Red Cross, drove mule teams through battle lines, taking first-aid supplies to the wounded during the Civil War.

Louise Bates Ames, with Arnold Gesell, theorized that children go through predictable stages and patterns of development as they mature. A pioneer in the developmental theory of growth, Ames continues in this work today.

Maria Montessori, a physician by training, cared for poor children in Italy. She developed a child care system that equipped them with skills they needed to survive and be productive members of society at that time. The Montessori system is followed in child care and schools around the world.

Mother Teresa won the Nobel Peace Prize in 1979 for devoting her life to feeding, sheltering, teaching, and loving the "poorest of the poor" in India.

Carolyn Platt was the inventor of school toys: hollow and small blocks, sawhorses, double easel, housekeeping corner, "jump over-unders," wooden trucks, cars with no wheels so children would be in control, rhythm band instruments, three-way ladders, wooden balance beam. She also conceived and implemented cooperative play centers and quiet corners for games and books! Rebelled against methods of teaching children. Said children learn most via play, through objects and activities. Born in Fayetteville, NY around 1860.

Jane Addams, born in 1860, was a social reformer, humanitarian and crusader for peace. Horrified by the slums she saw in sprawling cities, Addams decided to dedicate her life to helping the poor. In 1889, she opened Hull House in the slums of Chicago. She provided kindergartens for the children of working mothers, classes in child care and recreational facilities for youth and adults. She also insisted on the collection of garbage from slum streets and fought incompetent and corrupt politicians and city officials. Jane Addams also helped secure child-labor laws and funds for public parks. In 1931, she received Nobel Peace Prize for her active role in the cause of world peace. Her most enduring memorial was the growing recognition by people in all walks of life that they shared a responsibility for helping to reduce poverty.*

Mother Francis Xavier Cabrine emigrated from Italy in 1889 and established hospitals, orphanages and schools in the Italian-American communities of New York, Chicago and other cities. Mother Cabrine was the first American citizen to become a saint in the Roman Catholic Church.*

YWCA's were, herstorically, formed during industrial revolution to provide shelter and services for women and children emigrating into the cities. They are still leaders in SACC.

Lois Meek Stolz, 93, is a pioneer in child development theory. During World War II, she and Jimmy Hymes, Jr. ran massive day care centers at Kaiser Shipyards in Portland, Oregon. **Eleanor Roosevelt** was a significant supporter of these centers.

IN MEMORIAM

Pat Rowland, long time school-age professional and advocate, died on December 7, 1989 in Seattle, Washington where she had retired. Beginning in 1969, she assisted in the development of school-age programming in the schools in Arlington, Virginia. Through her efforts, school-age care grew to operate in every Arlington elementary school as well as the Special Education Center. What began with a service to forty children mushroomed to over 1800 at the time of her retirement. In the book of School-Age Child Care HerStories, Pat Rowland deserves a whole page.

** From Triumph of American Nation, by L. P. Todd & M. Curti, Harcourt, Brace & Jovanovich, 1986.*

Libraries face latchkey dilemma

A 200,000 plus grant from the William Penn Foundation is helping the Free Library of Philadelphia solve their latchkey challenge. Like many city and town libraries, the Philadelphia library has unofficially served as an after school and summertime oasis for "latchkey" school-agers. Wanting to provide more adult support and leadership time to the school-agers, the library created their LEAP (Learn, Enjoy And Play) program. This project provides enrichment activities three afternoons a week plus family nights for parents. Write to Free Library of Philadelphia, 19th & Vine Sts., Philadelphia, PA 19103 for additional information. *Source: SCHOOL CHILD CARE REPORT 12/89 Subscriptions: 951 Pershing Drive, Silver Spring, MD 20910-4464 $122/yr 12 issues.*

Advocates lobby for SACC

Massachusetts State House was the site of a lobbying day effort by The Coalition for Latch-Key Children last October. 130,000 children, age 5 - 13, are left unsupervised part of each workday and less than 15% the state's child care slots go to school-agers. Representative Barbara Hilt introduced legislation which would provide state monies to communities for developing school age care. *Source: Massachusetts Child CARE NEWS 1/90 Subscriptions: 552 Massachusettes Ave, Cambridge, MA 02139 $20/yr 4 issues*

I DREAM A WORLD, Portraits of Black Women Who Changed America

by Brian Lanker, captures the potent essence of 75 black women in bold photography. Included are Rosa Parks, Cicely Tyson, Barbara Jordan, Marva Collins, Jackie Torrence, Maya Angelou, Septima Clark, Alice Walker and Oprah Winfrey. Stewart, Tabori & Chang Pub. © 1989. $24.95

The Sexuality Library, Jr. was created to help children - and their parents - associate sex with love, joy, passion, intimacy, health and self-esteem. It offers books which address the many aspects of children's and adolescents' sexuality, including body image, menstruation, reproduction, privacy issues and birth. Mail-order annotated catalog includes books such as: SEX STUFF FOR KIDS 7 - 17 and PERIOD. Free catalogs from: TSL-JR, 1210 Valencia Street San Francisco, CA 94410.

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Contact: Donna Jones
OH Dept of Education/ECE
65 S Front St Rm 202
Columbus OH 43266-0308

WEST VIRGINIA

March 31, 1990
WEST VIRGINIA ANNUAL SPRING CONFERENCE
Region 3 Child Dev. Services
Special SACC Track
Contact: Mary Jo Graham
304-523-3417

KENTUCKY

March 16-17, 1990
COALITION FOR SACC 1ST ANNUAL CONFERENCE
Contact: Karen Schmalzbauer
Bowling Green-Warren Co
Community Educ Board
200 High Street
Bowling Green, KY 42101
502-842-4281

PENNSYLVANIA

July 26-27, 1990
5th ANNUAL SACC CONFERENCE WHEN SCHOOL'S OUT – WHAT THEN?
Contact: Lancaster YWCA
Attn: Marcie Gluntz
110 N Lime St
Lancater, PA 17602
717-393-1735

MASSACHUSETTS

April 6-7, 1990
3rd ANNUAL MA SACC TRAINING & NETWORKING
Contact: Lynn Hatch
Wellesley SACC Project
Ctr for Research on Women
Wellesley, MA 02180
617-2350320 x2546

Other Events

NEW YORK

April 20-22, 1990
HUMOR & CREATIVITY CONFERENCE
Saratoga Springs, New York
Contact: Saratoga Institute
110 Spring St
Saratoga Springs, NY 12866
518-587-8770

GEORGIA

April 26-29, 1990
13th ANNUAL FAMILY DAY CARE TECH ASSIS'T CONF.
Contact: Child Care Support Ctr
c/o Save the Children
1340 Spring St, NW , Ste 200
Atlanta, GA 30309
404-885-1578

WASHINGTON, D.C.

March 7-9, 1990
CHILDREN'S DEFENSE FUND ANNUAL CONFERENCE
Contact:1990 CDF Conference
c/o D&S Whyte Associates, Inc
101 1/2 S. Union St
Alexandria, VA 22314-3323
703-548-2802

866

MAY
JUNE
1990
VOL X #5

School Age NOTES

The Newsletter for School-Age Care Professionals

Special Needs School-Agers:

Who Are They and What Do They Need?

photo by Nancy P. Alexander

Full of overpowering energy and roller-coaster emotions, this youngster has a definite grip on his environment.

Inside

The number of special needs children in schools and school-age programs is growing. Many factors influence the increase. Modern medical science has made it possible to keep disabled children alive, growing and functioning in a "normal" manner. The widening gulf between the poor and the rich in the United States has resulted in marked increase of homeless families with school-age children. This issue looks at what are the needs and how SACC can create programming to meet the needs. We also celebrate that, as Dale Fink says on page 11, "the more programs address the needs of children with disabilities, the better programs become at meeting the needs of all children."

Homeless School-Agers: The Other Special Needs Children page 2
Stop in the Name of Love page 5
Play Power in Your Pocket page 6
Where Have All the Lemonade Stands Gone? page 7
Keep Your Hands in the Dirt and Feet on the Ground pages 8 & 9
The Child We Didn't Throw Out page 12

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EDITORIAL

Homeless School-agers: The Other Special Needs Children

Eight year old Samuel had just walked into the church where the lunch feeding program was held. He went up the steps and around the corner, heading toward the restrooms. It was Tuesday at 12 noon. An authoritarian voice called out, "Why aren't you in school?" It's a standard question for many adults to ask kids when they see them out in the world when they are supposed to be in school. It is a way that adults let kids know that is where we expect them to be. The answer Samuel gave was not what the questioner expected. After taking a step back as if to brace himself and with a quizzical facial expression, he answered, barely audible, "Cause I don't have no home."

Samuel is part of the estimated three million people in the United States that are homeless. One-third of that 3 million are intact families whose life situations shifted in such a way that they found themselves without permanent housing. They have been called the "precariously housed". They live in campgrounds, cars, with grandparents for a few weeks, a new friend for a few more, a shelter for four to six weeks, on the move, constantly.

Samuel does not have a bed or room of his own; he has nowhere to keep his favorite toys and possessions. He is missing the routine and the predictable rules that school-agers need in order to adventure outward and take risks. Samuel and the many school-agers like him tend to be well-mannered, withdrawn and often adult-like beyond their years. Often, they blame themselves when their parents are hard to please, angry, profoundly sad, depressed and abusive. They therefore try to be as good as they can to prevent their parents' distressing behaviors.

School-agers who are "precariously housed" are present in our school-age programs. What are their special needs? What do school-age programs need to be aware of and include in both curriculum and supportive services for this growing special needs group?

Exposure to other ways of living, of opportunities and role models through trips to the museum, zoo, city parks, ferry rides, the aquarium is what Larry Miller of the Seattle Emergency Housing Service provides for the school-agers in the shelters' children's program. He works to normalize their life, to give them experiences for which all school-agers yearn. At the same time, Miller works to connect the children with the necessary services they need: school, counseling, and psychological and health-related care.

Miller believes it is crucial for all school-agers (and the adults who care for them) to gain an understanding of what it means to be homeless and what contributes to a family being without a permanent home. Many homeless kids experience the societal shame of being homeless, they are frequently isolated and shunned for being different and part of our society's discarded. They lack the normal peer relationships and community support that help school-agers deal with being different or left out. School-agers with stable housing lack an understanding and empathy for the plight of the homeless. Therefore, teasing, making fun of, ostracizing and belittling and avoiding friendship overtures are frequent interactions.

Miller suggests concrete but simple examples for helping kids to understand. For example, act out puppet plays that tell a homeless story; role-play a scene where a kid gets a prized toy, loses it, finds it, loses it again, finds it and loses it over and over; discuss ideas from **RACHEL AND HER CHILDREN** by Jonathan Kozol; and watch **SHELTER BOY**, a 15 minute video by Fox Broadcasting Co.

At the Downtown Clinic in Nashville, Tennessee, Francine Cirker sees many families in need of a permanent home. She is concerned that adult leaders avoid putting energy into the children because they know they will soon be gone, moving on to another shelter, temporary home, school and possibly school-age program. This happens over and over to the children, so they are left without moments of caring that add up to days and months and years. Cirker advocates for adults to give to the children at the time they are there. This means extending caring to a child who may be different, withdrawn, minimally responsive and also with multiple needs. Often the "minor" needs get overlooked: the need to be listened to, the need to be touched, the need to play a game of basketball or checkers; the need to be a school-age child.

by Bonnie Johnson

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How to Make a PEEP

Peeps are little pipe cleaner and yarn "people" that the children make. Over a period of time, working with peeps develops into building conveyances, furniture, houses, land use development and reclamation, community government, town meetings and mini-fair presentation to parents. It is an idea which starts very small, and grows to make an activity which continues for weeks. Then, it is all taken down as the land is restored to natural. Another time in the future, peeps will come forth again as a new activity for a few more weeks.

The adult SACC leader encourages the children to make peeps by providing time, space and attention with sufficient scrap materials to provide diversity. The adult does not qualify, judge, participate in building, or value the work. The children have enough ingenuity to make their peeps, to give them personalities, to see what they need and to build then without adult classification.

Where To Start:

☛ Bring out the pipecleaners, yarn and scraps of cloth. Large chelle pipe cleaners work best. See directions. Talk about the peeps and who they are.

☛ Think about what a peep might like to have to use: a bike, hovercraft, other modes of transportation, friends, pets. Spend time building mini-vehicles, etc. The whole idea is to keep everything small, that is to peep scale, and use scraps of materials.

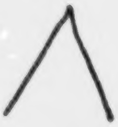
☛ Decide to build a town. Give the kids a piece of yarn as large as they can reach, tie a knot in the end. That will define the perimeter of their land. Find a place where they can build their land. Make a map of the development and make sure it can go undisturbed overnight and for their use only. Have town meetings to decide what to name the town and what rules will apply for land use. Be sure to make real rules. The group must petition the owner to use the land.

☛ Work on "peeps". Build a zoo, a lake, a float pond, a hockey rink (frozen towns), houses, airport and more. The town might be destroyed in a "hurricane" (rain) and need to be rebuilt as happened to our first peep town (named Peepton).

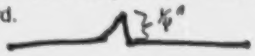
☛ Present the town to parents via a mini-fair. Artisans in the town could make decorations. Bakers could make mini peep food (peepcorn, mini peepzas). The idea is to create real peeps who have identities and have them live out their role. The mini fair might be like a renaissance fair with jesters and costumes. We have seen peeps launched to the moon in helium ballons and seen kids cry to see them go.

Adults, in this activity, are there to help with details, to listen to the children talk about their peeps, to facilitate, but not to put adult values and experience onto the experience. We have had summer peepton in the garden, winter peepton with water play where the children built a two foot square hockey rink. How about a totally aquatic peep town, such as the junk city in Hong Kong.

Step 1.
Fold a pipe cleaner in half

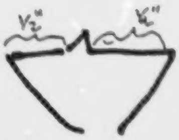


Step 2.
1/4 inch from the point , fold both sides outward.

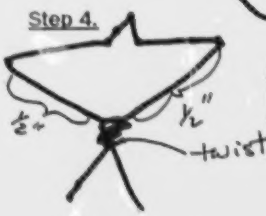


Step 3.

Fold both ends down at about 1/2 inch.

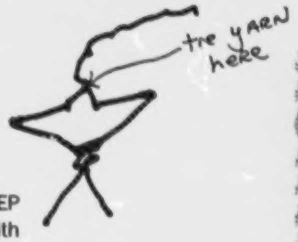


Step 4.



Another 1/2 inch down, twist the ends together.

Step 5.
Tie yarn to the top of your PEEP. Wrap the yarn around until your PEEP is covered with "skin". Tie the end of the yarn off.



RULES for PEEP Villages (Adapted from the Game of Village)

1. Be it inside or outside, the PEEP villages must be chartered by the owner and have a limited life.

2. The changes or disputes that arise are settled in weekly town meetings.

3. The child's land must be able to be left untouched. This means that the village site is safe from marauding influences such as wild animals, other children, traffic, etc.

4. The children must sign a contract that states:

a. They will respect the property lines of the town.
b. They will not waste resources.
c. They will stay out of restricted areas.
d. They will return the land to its original state.
e. Only things that are hand-made by the children-owners can go on the land. No pre-manufactureed structures, such as a Barbie's Dream House, are allowed.

These rules were developed by the Tigers Group at Emerald City Child Care. The Tigers are 6 to 10 year old children.

The peep idea comes from the Game of Village, RFD Marlborough, NH 03455 and is used in elementary school classrooms. It has been adapted to SACC by Emerald City Child Care.

by Diane Duvall, who is the owner and director of Emerald City Child Care in Alaska.

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In Search of Animals

Detectives[1]

Go on animal house hunt. City dwellers will need to go to city or state parks or neighborhoods with lots of trees. Look for large or small holes in the ground. These may be woodchuck homes. You may find two holes, a front and back door(!) within a small distance of each other. The holes may be covered with leaves for protection. Scan large trees for large holes at the top of a tree.

Stand quietly for a few minutes to watch for squirrels returning to their tree home. Find a dead tree and notice many small holes in which insects live. What about hollow logs, who lives there? Skunks! Little dirt or sand hills are sure to the habitat of many ants. Survey leaves and trees for unusual swellings (galls). Insect eggs reside there. See a pile of rocks with gaps and spaces and you may notice cottontail rabbits nearby. A large hole in the base of a tree may be the resting place for a woodpecker.

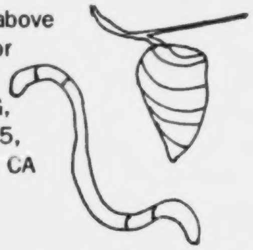
Reading Animal Tracks[2]

How long is the track? How wide? How many toes on a forefoot? on a hindfoot? Is the track fresh or old? What direction was the animal going? Was the animal walking or running? Did the animal continue at the same speed? What other signs of the animal are present? Feathers? food? droppings? What are the feet adapted for? Climbing? grasping? running? If animal tracks are not readily available naturally, make your own. Mark off a clean clear area of concrete, pavement, sand, or dirt. For concrete or pavement, paint hands and feet of animals (humans are the most available, but pet cats or dogs might volunteer. Use paint that easily washes off, such as tempera.) Then, walk, hop, skip, run, dash, crawl, across the area. Compare the different prints as above.

1-800-LIVE BUG

Do you need anything related to science and nature? How about frog eggs? silkworms? a preying mantis? a caterpillar which will turn into a chrysalis and then a butterfly?

Call the above number or write to:
LIVE BUG,
POB 1535,
Schafter, CA
93263.



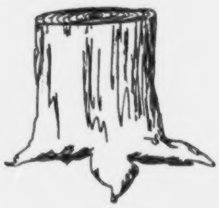
by Nancy Mahar. See p. 8 & 9 for more curriculum ideas related to nature and environment.

New Way to Care for the Earth and Raise Money, Too

Does your school-age program raise money by selling candy and other products that you don't really want to promote with kids?? Even if your program has avoided the "sell candy to make money for kids" trap, you may still find yourselves involved in money-raising endeavors that are neither environmentally nor physically healthy for kids or adults.

EARTH CARE PAPER CO. has created an integrated educational/fundraising program which introduces schoolagers to the concept of the recycling alternative. After this, the kids can enjoy selling the recycled paper products which supports an important environmental cause. EARTH CARE PAPER CO. provides samples of recycled products, the educators' Recycling Study Guide and curriculum source list, recycling educational handouts, color sales brochures, order forms and complete instructions.

To order the sample School Fundraising Kit: EARTH CARE PAPER CO., POB 3335, Madison, WI 53704, ph. 608-256-5522. To order the full kit, send your request with a fifty cent deposit per child. This deposit will be refunded when the kit is returned or an order is placed.



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[1] *"Looking for Animal Homes in the Woods" by Virginia Stehney, from Education in the Elementary School, National Science Teachers Associationn, EDS., 1977.*

[2] *Tips and Tricks in Outdoor Education by Malcolm Swan, Interstate Printers and Publishers, Inc, 1987.*

Stop In the Name of Love

Dora spun around, grabbed the macrame' in progress and tore it apart.

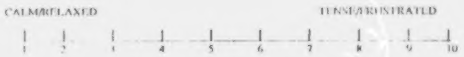
What happened? The owner of the macrame was disgusted and angry. This was not the first time Dora's impulsive behavior wrecked havoc on the other school-agers' pursuits. Henry, the school-ager leader, was quickly losing his confidence in working with Dora. In fact, he had emphatically greeted the Director with: "Either Dora leaves or I am! One of us has to go. I can't take any more.

Working with impulsive/ destructive school-agers can tax even the most even-keeled, most experienced and most skilled school-age professionals. **MAKING BETTER CHOICES**, by Dr. Walt Harris, provides a framework and a step-by-step guide to help adults teach school-agers how to interrupt impulsiveness before destructive behaviors occur. Dr. Harris calls this framework "the cognitive planning sequence": STOP...PLAN...DO...CHECK. In this article we will look at the first step in this sequence, STOP.

The purpose of STOP is to help kids to recognize tension and frustration in themselves and to identify activities and times when their levels of tension and frustration is most likely to be high, moderate or low. To start school-agers out in the identification process, play the following "learning experiences".

Trouble Spots Scavenger Hunt. Give each child a small paper bag. Instruct them to "collect" five different times, activities, and places where they are most likely to "get in trouble"and five where they get positive feedback from themselves and others. Positive feedback can including smiling, laughing, feeling good all over, relaxed muscles. They can write a note, draw a picture or find a concrete symbol to place in the bag. Share in small groups.

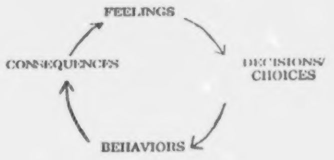
Note Your Number: Make a large replica of the Note Your Number scale. As the kids share their "get in trouble" and "positive feedback" experiences under the calm end or the tense end. This will help teach kids to recognize what their tension/ relaxation number is.



Uptight Performances: Have the kids act out a variety of relaxed and tense situations to practice noting their number. Situations can include: Just before a big exam you haven't studied for; playing your favorite sport, reading your favorite book, watching TV, painting, having someone break your best toy, (or pen, miniature car, painting), messing up a gymnastic workout when all your friends are watching, waiting for your parent who is late and everyone else has left, having to wait you turn to use the computer.... OR, Have the kids listen to a relaxation tape and note their number.

Today's Number: Have each child make their own number scale collage. First they draw the scale on a blank piece of paper. Next they draw, cut-and-paste pictures, or create with scraps of paper and cloth, what their number was when: 1. they got off the bus today, 2. they last saw a scary movie, 3. they made a mistake today, 4. they were getting ready for lunch. Have them include how they felt during those times: happy, excited, angry, sad, disappointed, afraid....

Discuss with the kids the Feelings-Consequences Cycle and the concept that negative consequences follow many behaviors which are preceded by tension levels of 8 or more on the Note Your Number scale.



Feelings - Consequences Cycle

Dr. Harris also recommends that adult leaders practice these exercises themselves first and listen to relaxation tapes to become more aware of their own relaxed/tense continuum before leading school-agers in any of these experiences.

To obtain the book, **MAKING BETTER CHOICES,** contact Dr. Walt Harris, Ass't Dean of Education, Univ of Maine, POB 280 Orono, Maine, 04473, 207-581-2438. $32.50

Thanks to Rick McKinley of Augusta, Maine for sending us the information about the MAKING BETTER CHOICES program.

PLAY LEADERSHIP

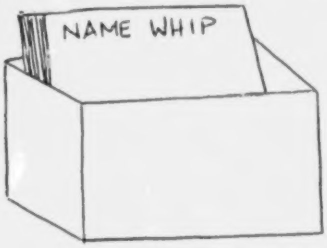
Power in Your Pocket!!

There is nothing worse than starting or arriving at the end of the day without anything to do! The kids may be hungry and tired, the staff are the same, and there is still a half hour to go ... or the rest of the day! Time for grey hair!

Avoid this dilemma (and save normal hair color!) by following the 5 P's:

Prior **P**lanning
Promotes
Peak **P**erformance

✽ Start small. Each day, jot down the name of the games you plan to play or did play. Organize the games and have them readily available through the use of index cards and a file box. Write down just the name - you'll be surprised how easy it is to remember the game objectives and rules.



✽ Create a master list from the games you know, have used and have found the kids enjoy. Divide the games into low-, medium-, or high-energy; trust-building; starters; or a category for tag games. From this, you can pick out the game that will be appropriate for whatever situation arises! You have the POWER! (Keep it in your pocket!) This is especially important in winter when play options may be limited to the indoors!

✽ Learn one new game a day. It's not that hard! Enlist the older kids' help with this. They can look through game books, find a game they'd like to learn and even show you how to play it!! At the end of six weeks you will have a handy reference guide you can pull out at a moment's notice. You will also have less stress, frustration and grey hair, and more success and playfulness in your life!!

by Jim Therrell

NOTE: Please send your questions to Mr. Play, Chief Ringleader, Play Today! PO Box 1891, Pacifica, CA 94944, 415-359-7331. Therrell is a regular SAN columnist, national seminar and keynote presenter, kid at heart, and author of "HOW TO PLAY WITH KIDS". This handy, nuts & bolts condensed guide is available from SAN. See p. 15 to order.

Play Leadership Certification Now Available

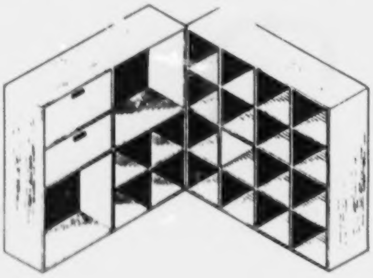
Become a professional play leader. Leading games and play activities can be a frustrating experience for new school-age leaders (and old leaders, too!) Many times this is simply because leaders do not have the tools and training. Out of this need, the National Association of Professional Play Leaders and Educators created a National Play Leader Certification Program.
The certification program is designed to train and certify professional interacting daily with kids (ages 4 - 12) in specific leadership concepts and skills. *Contact: Jim Therrell, NAPPLE, at above address.*

What's Happening in Canada

FUNdamentally Children is a new resource for child care professionals in Canada. The fourteen page publication is printed in both English and French. It contains child care information about special events, training, curriculum ideas, and school-age child care issues. Subscriptions: $10 (Canadian funds)/year. New Brunswick Day Care Ass'n 181 Westmoreland St, Fredericton, New Brunswick, E3B 3L6 Ph: 506-450-3294

Build Your Own Storage on Wheels

SACCRACK is a storage furniture plan that was created to meet the special use and storage requirements of school-age child care providers. The blueprint packet contains plans for two different storage modules including the drawers for one unit. The packet details specifications, patterns, materials and assembly of the 16" x 49" x 49" modules. $25 for one blueprint packet. Contact:
SACCRACK Productions,
POB 1268, Lexington, KY 40590



Where Have All the Lemonade Stands Gone?

Developmentally the pre-adolescent (starting around 10 years old or 5th grade) becomes interested in money. To parents, kids may only seem to be interested in spending money. However, they have a great attraction, curiosity and action energy in how to get money.

Although money and earning money will attract children of all ages, the older children have the cognitive and academic ability to persevere in long range money-making projects. They can retain long term goals (working hard now to make more later, or saving up now to buy something later). The value of money and its purchasing power is well known to the older school-ager. (While the five year old will choose 15 pennies over 2 dimes because it "looks" like more, the older child will feel insulted if asked to make such a choice.) The older child has the math skills (or will soon want to) to divide net profits after adding up gross profits and subtracting expenses. For adults who still find this confusing, contact a local bank, college accounting department or your program's accountant to help adults and kids understand this process better.

Developmentally the older child has a desire to earn money. The 10 -12 year old has progressed past the 8 - 9 year old who is content with doing adult-type tasks just for the sake of "real tools, real work". This older child is beginning to connect the reasons for doing things with a sense of the future. (We clean the kitchen to keep the bugs out and to prevent sickness. OR My parent has to work to earn money to feed and clothe us.) Allowing children to plan their own money - making projects is a way of meeting the older child's developmental needs. It follows the tradition of the lemonade stand and the newspaper route.

Motivation - while there is plenty of it at the onset - requires a clear goal, that is, a clear understanding of who gets the profits and why money is being raised, to keep it from taking a nose dive. The goal may be something big: a camping trip or an expensive day trip, or something smaller: a trip to the movies, a new kickball, a surprise gift for the director of the program, or the minister of the church, or the principal of the school. Sometimes, children choose to split the profits among themselves, just as if they were at home with their lemonade stand.

Allowing older children to plan their own money–making projects is a way of meeting their developmental needs.

Include the younger children in the process. Think of how they can help within their age range. The 5 and 6 year olds can help with the art work for the posters. The 7 year olds can be the "go-fors", running messages and getting needed items. The 8 & 9 year olds can help with making lists and keeping records while the older kids are "in charge" of money as well as directing the project.

Programs with primarily younger children can also conduct money making projects. However, the younger the child, the more adult assistance is needed in planning and implementation.

Project ideas include car washes... bake sales...pancake...breakfasts... plays, magic & puppet shows... recycling aluminium cans...making & selling SACC cookbooks...helping local business people (sweeping sidewalks)...and assisting neighbors with yard work, carrying groceries or cleaning out storage areas. Karen Miller, formerly of Children's World, recommends selling snacks, prepared by the children, to parents for their child's ride home.

These ideas are just the beginning. Brainstorm with the kids, take suggestions from parents, neighbors and local businesses to come up with your long range money-making projects.

Editorial Note: Some older schoolagers with special needs (limited delay gratification skills, distractibility, homelessness) may have difficulty with success with long-range money making projects. Begin with shorter time spans - daily at first, then gradually move to weekly, and then if possible to a month. For some kids, delaying a week to earn and receive their share of the profits may be major accomplishment. Celebrate whatever level children can reach for and attain.

This is also be a good time to discuss what it means to not have enough money for food, clothing and housing. See p. 2 for ideas and resources.

*Resource: **KIDS & CASH** is a comprehensive guide for parents, child care leaders, older school-agers and teenagers. It has excellent examples of the developmental levels of children's thinking. Older children can find over 100 suggestions for earning money. Check your local library.*

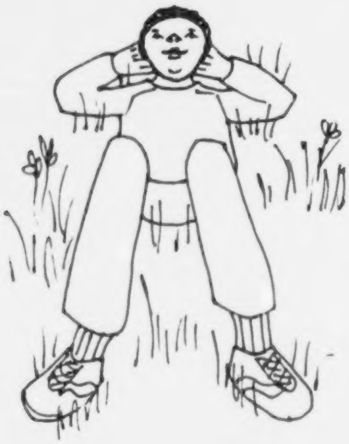
by Rich Scofield. Revised from original article, "KIDS AND MONEY", SAN May/June 1981

CURRICULUM CORNER

Keep Your Hands In the Dirt

Cloud Watch

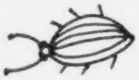
Lying on their backs, children watch the cloud formations and the designs or the tree branches and buds against the sky. Suggest they note and remember what they see, then draw pictures of their views from that perspective. Glue torn pieces of white paper for cloud shapes. Read IT LOOKED LIKE SPILT MILK, by Charles G. Shaw.



What's Missing?

Arrange a variety of outdoor treasures on a table or blanket. One child removes an item or two. The child who guesses the missing item, gets to hide an item.

Turnovers



Turn over any object that has been on the ground (a rug, rock, board or brick). Notice all the activity underneath from insects and worms. Notice the lines and holes and small hills. Be sure to carefully place the object back as to not disturb their home or workplace.

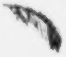
Nature Mirrors[1]

Locate natural objects and compare personal strengths to each of these objects. How are we like a tree? A seed? The sun? Water? A cloud? A rock?

On Contac

Mount clear contac paper, sticky-side-out, on a smooth, sturdy outdoor surface. Find favorite leaves, pine cones, acorns, twigs, rocks, weeds, grasses, or branches. Arrange on the sticky surface. Voila'! A nature collage! Back with construction paper or cardboard and wrap contac paper around edges to preserve collage.

Keats' Collages

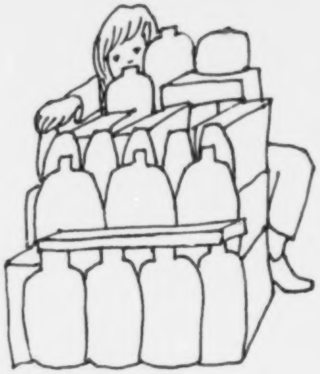


Read OVER IN THE MEADOW by Ezra Jack Keats. With wallpaper and wood scraps, and materials of varied textures, create natural collages, Keats' style. Have lots of liquid glue on hand!

Painted Puddles

On a rainy day, sprinkle powdered tempera on cardboard, then run in the rain to see how rain can make its own designs.

Add dry tempera powder to puddles after it rains. Create puddle paintings on sidewalks.



Litter-Art-Ture

Collect old papers, cans, bottles, popsicle sticks and other scraps of litter. Sort according to shapes, textures and colors. Make a giant sculpture by arranging into an interesting order. Add touches of paint, colored tissue or aluminium foil. Display the work-of-art as an environmental message.

SACC Natural History Museum

Designate a corner, table, shelf or box as the SACC Natural History Museum. Each child can find rocks, leaves, seeds, seashells, fossils or other natural objects to display. Encourage children to label their contribution. Get books from the library to help with identification and labelling. Contact your local nature expert to help with this. Nature experts often disguise themselves as parents, board members, school principals, older siblings, and even school-agers.

P.O. Box 120674 • Nashville, TN 37212

and Your Feet On the Ground

Leaf Hunt

Divide into teams of 3 or 4. Search the area for ten different varieties of leaves. Capture the leaves by collecting those on the ground, making a sketch, writing a detailed description, or taking a photo. (Remind everyone that Spring is the new growth time for trees, so the leaves should not be taken from a branch. Teach and model respectful relationships with the earth). After an agreed upon time, meet back together to share, label and create a wall leaf mural. How many varieties of trees were found? What was the most common leaf? Least common?

Before starting on the hunt, try guessing what kinds, how many and most common leaves will be found. Compare this to what actually is found. How well do you know your natural environment?

Sweater Collage

Wearing an old sweater, sweats or other textured clothing, run in a field, walk in the woods or roll in high grass. See how many seeds cling to you! Use that magnifying glass and a plant book to identify seeds. Many times, prickly burrs will collect. The tiny quills of the burrs interlock with each other to make great building materials. Stick burrs together to make large burr balls or creative art sculptures.[3]

What's In the Air?[2]

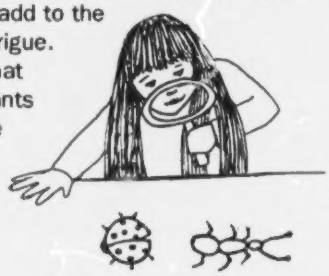
Coat a clear jar with Vaseline. Place it outside on a clean surface. Watch the jar to see what particles the Vaseline-coated jar picks up. Look at the particles under a magnifying glass.

Adopt-A-Tree

Pick a favorite tree and make a book about it. Include a drawing or photo of the tree, nests, and other animal signs, plus leaf and seed prints. The book's cover can be bark rubbings, done with charcoal, chalk or crayon.

Micro Study

Each group of 3 or 4 tosses a hoola-hoop into a section of a grassy or natural area. Examine the section carefully. Use a magnifying glass to add to the intrigue. What plants are there? Insects? Worms? Rocks? What is the soil like? Any animal holes? Is there sun? mud? moss? Contemplate adding flowers or a tree to the section. Look through books to find plants or trees from which to choose.



Class Glass

Search for old bottles and pieces of smooth colored glass by digging in sandy beaches, ghost towns, backyards of older homes, in "old parts" of town or in vacant overgrown lots. Soak the findings in soapy water to clean. Investigate the source and dates of the bottles and glass in library books or with a historian.

Plantings

Plant a variety of seeds: sunflower, melon, dandelion, milkweed, acorn, or peach, to name just a few. Mark the plantings with labeled popsicle sticks and record the results. Experiment with different planting techniques and mediums. Try soaking a seed in water 24 hours before planting. Plant some seeds in sand, potting soil, plain dirt, dirt with additives recommended by an agricultural agent, in shade all the time, in sun for 12 hours a day.... Place small forsythia branches in water. When roots form from the branches, plant them in soil. Remember, plantings can be done inside or out. Be creative!

by Nancy Mahar

Resources

1. ***Tips and Tricks In Outdoor Education*** *by Malcolm Swan, Interstate Printers and Publishers, Inc, 1987.*

2. ***Outdoor Education*** *by Michael Link, Prentice Hall, 1981*

3. ***Kits' America*** by Steven Caney, Workman Publishing, 1978. See p. 15 to order.

© 1990

Billy Wherever You Are, I Hope You're Happy

(Initials are used to protect the innocent- and the guilty!)

He was 6 years old and had the biggest, bluest eyes I had ever seen. He bounced into the schoolroom that first day with eyes that sparkled and a crooked grin that spilled over into laughter. He came to school joyously, expecting the best. New classmates were just unknown friends, and Billy met them with puppy-dog friendliness; they responded readily to his happy grin and bursting energy. Ever at the center of the action, Billy showed signs of being a born leader early on.

Mrs. S. was a syrupy-voiced woman with the plumpish figure so often described as motherly. From the beginning she made me, her student teacher, uncomfortable. She just didn't seem real. She was too, too sweet- inhumanly so. Her perpetual smile, her well-modulated, syrupy-sweet voice and her constant assurances that she loved her "little dears" made you wonder whether the sugar overload might give you diabetes.

It wasn't long before I learned her motherly figure and sweet mouthings were not indicative of Mrs. S.'s inner self. She couldn't keep up her cotton-candy facade forever. I soon learned she didn't care for noise or messes- or little boys, for that matter. She was one of those persons that had to have an outlet for the frustration she evidently felt from being so perpetually cotton-candy sweet. Of course, the target of her outburst would have to be carefully chosen. It must be a child who would always appear to be in the wrong, callously grating on this patient teacher's nerves until her little outbursts would be sympathetically accepted, perhaps even condoned. It took her a couple of weeks to identify such a scapegoat.

During those two weeks, we all came to know Billy the Joyful. He brought such vitality into our midst, such vim and vigor. His voice was a bit too loud and unfortunately for him, it carried well. He was addicted to laughter; no one had ever thought to teach him to chuckle softly. His infectious laugh drifted in and out of our conversations throughout the day, occasionally obliterating all else. It cheered us all.

She "Set Him Straight," All Right - A Laughterless Billy Set Straight on the Road to Delinquenthood.

Kind, loving and generous, Billy was also clumsy. His britches were ever soiled at the knees, sometimes ripped from the downs of life's promised "ups and downs". We didn't mind that Billy was incapable of moving his small body from one end of the room to the other without accidentally bumping something or someone in the process. That was just our Billy, the original "contact man".

No one minded, that is, except Mrs. S. The first tentative scoldings were mild, evoking in Billy a fleeting hangdog look that was almost immediately replaced by the cheerful, crooked grin that lived beneath his freckled nose. Those first reproofs were merely clouds that scuttled quickly across the sunshine of his day, not worth resenting or remembering.

As the routineness of her school year settled in on Mrs. S., when her perpetual smile grinned in danger of slipping, she gave vent to pent-up frustrations by blaming Billy for whatever he had - or hadn't - done. Quite often he had done something - spilled his milk, bumped into a child's desk, hit another's chair as he carried his own up to reading circle. Early on she frowned as she dressed him down. Watching, you saw his full-flowered smile wilt, the twinkling eyes lose their luster. In time she didn't even bother to look at him.. From wherever she was in the room, without turning her head, she would call at the smallest noise, "Billy Z., sit down!" or "Billy Z., be quiet!"

First grade students take on the attitudes of their significant adults. After all, they've been socialized to believe adults know, adults are right. Theirs is not to question, theirs is to obey. These 1st-graders did not question Mrs. S.'s evaluation of Billy. Classmates, who not long ago had turned to Billy for fun, now turned frowns of disapproval on their former leader. The burst of sunshine that was Billy no longer warmed the room. He took on a constant hangdog look, while his eyes grew dull and his grin slipped away.

I finished my student teaching with mixed emotions: glad to no longer be submitted to the pain of watching Mrs. S. with her hypocritically sweet, syrupy voice and her cruel thievery of Billy's joy,

(Continued on page 13)

Inclusion of Special Education Students in After-School Care Mandated by Federal Court

Three recent legal cases all initiated by parents of school-age children with disabilities and all involving the enrollment of their children in after-school child care programs, have resulted in findings in favor of the parents and against local school departments. The cases took place in Alabama, Florida, and Connecticut, and all involved programs in public schools. But those running programs outside schools should not consider themselves immune from similar action: the state of Tennessee recently undertook a review of all state- and federally-funded child care programs with the aim of discontinuing funds to any found to be practicing discrimination on the basis of handicap.

The plaintiffs in the Alabama case *(Riley v. Jefferson County Board of Education)* sued Community Schools which charged higher fees or refused enrollment on the grounds that some children with special needs required greater supervision in school-age child care programs. The legal basis for the suit was Section 504 of the Rehabilitation Act of 1973, which requires non-discrimination in all federally-funded organizations. The School Board argued that they had a nondiscrimination policy, but they allowed the "Community School Zones" to determine their own enrollment procedures for these programs. The court found for the plaintiffs and ordered the school board to hire additional aides if necessary and further stipulated that these additional costs could not be passed on to the children's parents. The court noted that federally-funded programs need not make "fundamental" or "substantial" modifications to accommodate those with disabilities, but can be required to make "reasonable accommodations.

In Florida, a similar result was achieved without actually going to court. The Office for Civil Rights (OCR) of the federal Education Department conducted an investigation in response to parental complaints and found a Florida school district in violation of Section 504 for its practice of denying certain children admission or terminating participation in its after school program solely on the basis of handicapping conditions. As a result of the OCR investigation, the school board adopted a plan by which handicapped students would receive additional services as needed, to allow them to participate. The Florida Department of Education publicized this finding to all the districts in the state, without divulging the identity of the district found in violation.

My research and experience has shown me that the more programs address the needs of children with disabilities, the better programs become at meeting the needs of all children.

In the Connecticut case, a local board of education was ordered to provide transportation for a special education student to an after-school care facility in an adjoining district. Participation in after-school was mandated in the child's I.E.P. but the mother was unable to find a program within the district that could manage his behavior . Since the mother, according to a state Department of Education hearing officer, had made reasonable efforts to find appropriate care within the district, the board was required under applicable state law to provide the necessary transportation beyond the district lines—something the local school department had refused to do.

Clearly, every provider of SACC (as well as preschool) should take all reasonable steps to ensure that applicants will be accepted without regard to handicapping conditions. Some might be tempted to blame parents of special education students for asserting their rights. But my research and experience has shown me that the more programs address the needs of children with disabilities, the better programs become at meeting the needs of all children. Instead of blaming these parents, we need to salute them - and get on with the business of raising the quality of our programs.

by Dale B. Fink, a Research Associate at the Wellesley College Center for Research on Women and author of the book, ***School Age Children With Special Needs: What Do They Do When School Is Out?*** *(See page 15 to order). He is available to offer training and consultation to anyone trying to address the needs of the disabled population in SACC. For further information, call: 617-431-1453.*

DIRECTOR'S CORNER

The Child We Didn't Throw Out!

This is one success story. Three years ago Jimmy, who is a beautiful, creative, and intelligent child, was welcomed into a school-age child care program. He was five years old and just starting kindergarten. Unbeknownst to the school-age staff at the time, Jimmy was not a typical child. Something was different about him.

From the first day, Jimmy experienced continuing struggles in the after-school program. Staff encountered ongoing difficulty in dealing effectively with Jimmy's daily inappropriate behavior. Some of these behaviors were: loud, disruptive actions; hitting, grabbing, kicking and pushing other children; not listening to the teacher's directions when crossing streets; and destroying materials and equipment.

In the beginning, the staff dealt with Jimmy's inappropriate behavior in much the same way they dealt with other children's inappropriate behavior. What worked for most children, however, did not with Jimmy. He did not appear capable of certain social skills. At times, school-age staff chose to physically restrain Jimmy to keep him from hurting others, himself and property. Staff held on to him as he struggled, cursed, kicked and tried to bite. Sometimes, when a staff member would stop restraining Jimmy, he would kick with full force, throw something, or spit at the staff. At other times, when staff continued to restrain him, Jimmy would eventually begin to sob and transition to a calm, relaxed state.

These episodes were exhausting, upsetting and frustrating for all involved. Consequently, because Jimmy was not responsive to regular behavior guidance techniques, the safety and well being of the children, staff and Jimmy was in jeopardy. The staff felt concern for Jimmy's well being and a responsibility to the entire program. Steps to understand and improve the situation began.

First, the school-age staff recognized there was a problem with Jimmy's behavior and began discussions around it. Questions were bought up. Some of these were: " Can we adequately meet Jimmy's needs in our program as it is?" ; "What is best for Jimmy?"; "Are we doing him more harm than good?"; "Do we need to consider throwing Jimmy out of the program?"; and "What is our policy on out-of-control children?". These were important questions.

At the same, the importance of documentation was recognized. Staff began to document and file all critical incidents involving Jimmy. These documentations helped to get a clearer picture of Jimmy and became a resource for future reference.

Daily exchanges were started with both Jimmy's parents and teachers to let them know what was happening for Jimmy in the after school program. The staff also wanted to know what was happening at home and at school. The staff wanted so much to do the right thing.

The policy for dealing with out-of- control children was brought out of the files and put to use by the staff. The steps the staff took with Jimmy are outlined on page 13.

The staff, parents and Jimmy worked through these steps several times over the past three years. At the beginning, one of the staff's requirements for the parents was ongoing, outside counseling for Jimmy. The parents did arrange for counseling for Jimmy and themselves. Ongoing dialogue with the therapist was begun immediately. Contact with other community resources was also strongly recommended and a list of resources was shared with the parents. Both physical and neurological testing was achieved over the three years. The results of the counseling and testing have been quite useful in better understanding Jimmy's inappropriate behavior patterns. The concerted efforts of the staff, the parents, and the community resources have made a difference in Jimmy's life and the life of the school-age program.

Jimmy has remained in the program and works on four goals daily. Staff understand and support Jimmy towards these goals with re-direction and opportunities to transition in quiet spaces. For example: When he arrives for the day he transitions in a quiet spot, reviews his goals and then joins the group. Other times when he appears to be close to a blow-up, staff will guide him to a quiet place to pull himself together. The goals are revised as Jimmy makes progress and are reviewed with his parent before he leaves each day. A few times, he was sent home because his behavior posed a danger for the other kids, the staff or himself, and he was unable to move past his upset.

Jimmy is now eight years old and a second grader. His inappropriate behavior episodes have decreased. He is more trusting and makes friends easier. He has become more of an active contributor with his creative energy and ideas. For example, Jimmy created an incredible program newsletter that stimulated half the program to begin two more newspapers!

Consider taking the next step when you find yourself with a difficult child. Develop contacts with the schools, community resources, parents. Believe that all kids are basically good and want to succeed. Search for ways to help these children learn appropriate behavior. And if after a fair, honest evaluation effort you are unable to help the child- move him and his family on with adequate resources to make it successfully somewhere else. Sometimes a different type of program, a smaller setting, being home with a parent or a special treatment program may be better for the child's future well being. For staff- the most important lesson- don't give up on children too easily. Consider taking a different approach when faced with an unusually difficult situation with a child. All children matter to the world.

(Continued on p.13)

by Dawne Sterling, Education and Training Association, Wellesley SACC Project, and SACC Director, Seattle, WA

(continued from page 12)

Director's Steps for Dealing with Out of Control Children

Phone

Phone contact with parent. Alert parent to problems: behavior which causes him to be unsafe at program. Make appointment for parent and child to come to office to discuss problem and set up a plan. Meet at quiet time (no other interruptions).

Paper

Prior to meeting:
- List behaviors of concern: give concrete examples
- Indicate potential problems.
- List required improvement areas.

Meeting

- State things you enjoy about child and your desires for child to work with you so he can remain in program;
- State to parent and child the fact that if behavior(s) are not changed, child will need to leave program;
- Gain commitment from parent and child to engage in effort to improve behavior skills;
- If child or parent says no, tell them, "Sorry, but we can't have an unsafe situation". Give them time to leave program and to think about it. Example: "We are willing to have you come back if you are willing to work with us."
- If yes, great! With the child, write up a list of objectives:

For example:
1. Uses inside voice indoors.
2. Listen to staff directions
3. Uses words not fists.

- Define activities that child, at this point, is not trusted to do. Ex: Not trusted to go on outdoor activity.
- Let child know that when he shows he can listen to adult directions 90% of the time, he will be able to go.
- Make a chart.

Notes and Quotes from Our Readers

February 26, 1990

Dear School Age NOTES:

I am the Assistant Director of Youth Services at Clark AB, Republic of the Phillipines. Currently, Youth Services caters to approximately 5000 youth aged 5 - 18. We organize a multitude of classes, a Youth Center, a Teen Center, a Roller Skating facility, a Summer Day Camp and an elaborate sports program.

I am very interested in your organization. After reading a January/February newsletter, I felt I had benefited and I encouraged the Youth Services Staff to do the same. There are lots of new ideas.
I am especially interested in professional conferences and how to submit articles for publication.

Because of our location, at times I feel isolated from current issues in the United States. Your organization featured some of those trends. Youth Services will benefit from any information.

Jill Slupe
Ass't Director, Youth Services
Republic of the Phillipines

Editors Note:
Article or article ideas may be submitted to Bonnie Johnson, Editorial Manager, POB 120674, Nashville, TN 37212. Writer's guidelines are available on request. No time to write? Drop us a note or call (615-292-4957) to arrange for SAN to interview about your ideas, concerns or philosophy.

Billy (Continued from p. 10)

yet sorrowful to leave Billy without his one remaining friend in that classroom. It was frustrating to realize that the school staff and my university supervisor thought Mrs. S such an excellent teacher- so sweet, so kind, so effective.

I thought Mrs. S was, indeed, a skillful teacher. She taught Billy that life was not the happy gift he had thought. She taught him that if you're going to blamed anyway, you might as well do it. She "set him straight," all right - a laughterless Billy set straight on the road to delinquenthood.

Through the years I have thought of Billy often and wondered whether he was lucky enough to have supportive parents and future teachers who would somehow discover the wonderful little boy who came to school that first day. I hope somewhere along the way Billy regained his lost smile, recaptured his joy in living.

Billy Z., I wish I could tell you how much you influenced my teaching career. What I learned not only made me a better, more sensitive teacher of children, but has influenced all the teacher education students who have passed through my courses and the teachers who attended my workshops. And now perhaps it will will also serve to remind the readers of this newsletter of the great trust placed in our hands when children enter our classrooms. I wish you could know some good came out of your miserable 1st-grade experience, Billy. Grief is easier to bear if at least some good can be discovered amid the pain. Billy Z., I hope you're happy today.

*by Dormalee Harrington Lindberg. Reprinted with permission of **ACEI, Focus on Early Childhood**, Winter 1989, Vol 2, No. 2. Subscriptions: 1-800-4233563.*

Self-Esteem Resources

Special needs children, whether physically, emotionally or environmentally disabled, have a common thread. They suffer from low self-esteem. Having to contend with being visibly different, left out and cruelly teased, the special needs child experiences more than the average onslaught to their sense of self-worth. The following quotes are taken from a list of recommended books on self-esteem.

"Treat children as though they have arrived as total, complete human beings, rather than as though they are on their way to something or someplace in the future."
WHAT DO YOU REALLY WANT FOR YOUR CHILDREN?
by Dr. Wayne W. Dyer

"Although we readily excuse our own mistakes through rationalizations of one type or another, we seldom apply the same criteria to young children. Instead, we act towards them as though they deliberately go about their business of displeasing us. We don't acknowledge that they may be feeling nervous, harassed, anxious, fearful, jittery, lightheaded, confused, worried, excited, curious. . . . or perhaps that they are hungry or have a headache. Rather we insist unreasonably that they must change their behavior to meet with our expectations and needs regardless of their feelings and capabilities."
PLEASE DON'T SIT ON THE KIDS
by Clare Cherry

Carl Rodgers: "The most important tool in working with someone else is you."

"...women ... define their identity through relationships of intimacy and care."
IN A DIFFERENT VOICE
by Carol Gilligan

"High self-esteem doesn't protect us from self-doubts, but it does enable us to entertain self-doubt without being devastated."
WOMEN & SELF-ESTEEM
by Linda Tschirhart Sanford
& Mary Ellen Donovan

"It's so clear you have to cherish everyone. I think that's what I get from these older black women, that sense that every soul is to be cherished, that every flower is to bloom. That is a very different world view from what we've been [illegible], where the thought is that the only way I can bloom is if I step on your flower, the only way I can shine is if I put out your light." (Alice Walker)
I DREAM A WORLD, Portraits of Black Women Who Changed America by Brian Lanker

"Every human being is born as something new, something that never existed before. Each is born with the capacity to win at life. Each person has a unique way of seeing, hearing, touching, tasting, and thinking."
BORN TO WIN: Transactional Analysis with Gestalt Experiments
by Muriel James
& Dorothy Jongeward

"A child feels important when he or she receives a letter with his or her own name on the envelope."
SELF-ESTEEM: A CLASSROOM AFFAIR by Michele & Craig Borba

"In our prekindergarten we let children climb as high as they wish, because our experience is that they know very well just how high they can go. However, for safety's sake, we interrupt a child who is goading another to climb high. Each of us must decide alone, without help from our friends, just how high to climb."
THE SUN'S NOT BROKEN, A CLOUD'S JUST IN THE WAY
by Sydney Gurewitz Clemens

School Kit Helps Kids With Special Health Needs

More children with special health needs are becoming part of the regular classrooms and school-age programs. The Association for the Care of Children's Health has developed a School Kit to help special needs children deal with repeated and traumatic health care encounters. It is also beneficial for peers to help with their health care experiences and to assist in the positive integration of special needs children into the program or class.

Kits contain information and resource materials (surgical masks & caps, cast materials, a sample X-ray, stickers, a board game, books for parents and children, and **A GUIDE FOR TEACHERS: CHILDREN AND HOSPITALS**. $45

From: ACCH
3614 Wisconsin Avenue, NW
Washington, DC 20016
202-244-1801

School-Age Advocate and Practitioner Runs for NAEYC Vice-President

Kathy Thornburg, Director of the Child Development Laboratory at the University of Missouri, initiated one of the first school-age programs in Columbia, MO. The University has been serving infants through fourth grade for ten years. Kathy believes that the after school program has played an important part in teacher training by allowing students to work with school-agers of different ages.

As a school-age advocate, Kathy chaired the committee that wrote the initial school-age child care accreditation standards for the state of Missouri.

Kathy understands issues related to child care and to schools, not only on the national level but also on local, state and regional levels. She is an elected member of the Columbia Board of Education. She has organized state child care coalitions, served as a board member of the 13 state SACUS ECE Association, and her current teaching responsibilities include child care administration classes.

Kathy continually demonstrates the flexibility, adaptability and spontaneity of a true school-age care professional. Ballots will be mailed May 1st.

National Alliance By-Laws Bloom in Florida Sun

The National School-Age Child Care Alliance Board met at the Florida SAC Symposium in Tampa, Florida March 8 - 10, 1990 to continue work on the direction and form of NSACCA. Jan Ochunzzi compiled a preliminary set of by-laws and with these in hand the Board spent two days hammering out its direction. A set of by-laws is now ready for approval at the annual NSACCA meeting in November.

A main focus of NSACCA will be supporting and networking existing school-age coalitions and promoting the development of state and local groups. For organizations and individuals interested in membership, contact Tracey Ballas Baldwin, 1742 Norwood Blvd, Zanesville, OH 43701. For those interested in forming a coalition, contact Diana Curl, CSAC, 3221 20th St, San Francisco, CA 94110. More news about NSACCA meeting and conference on November 13-14, 1990 in Washington, DC, call Ellen Gannett at 617-431-1453. Forming a coalition? Planning a conference or a SACC event? (Preferably give 4 - 6 months notice.) Had a newsworthy SAC event? Contact School Age Notes to help spread the word about SAC!

FLASH!

House passes $1[illegible] million for SACC in $27 billion child care bill. [illegible] Senate [illegible] House and Senate versions.

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RESOURCES

SAC Conferences

TENNESSEE

May 11-12, 1990
Tennessee's Governor's Conference on SACC
Contact: Cathi Witherspoon
615-741-3312

MASSACHUSETTS

May 24, 1990
INTEGRATING CHILDREN WITH SPECIAL NEEDS IN SCHOOL-AGE CHILD CARE
Brandeis University
Waltham, MA
(Registration closes May 9th)
Contact: Dale Fink
617-431-1453

PENNSYLVANNIA

July 26-27, 1990
5TH ANNUAL SACC CONF.
WHEN SCHOOL'S OUT - WHAT THEN?
Contact: Lancaster YWCA
Attn: Marcie Gluntz
110 N Lime St
Lancater, PA 17602
717-393-1735

NORTH CAROLINA

July 11-13, 1990
LIVING WITH 10- TO 15-YEAR-OLDS: A PARENT EDUCATION CURRICULUM
Workshop
Contact: Kitty Dalton
The Center for Early Adolescence
The University of NC at Chapel Hill
Suite 211, Carr Mill Mall
Carrboro, NC 27510
919-966-1148

CALIFORNIA

July 25-27, 1990
LIVING WITH 10- TO 15-YEAR-OLDS: A PARENT EDUCATION CURRICULUM
Workshop
Sponsored by The Center for Early Adolescence and will be held in San Francisco. Contact: Kitty Dalton at above address and phone number.

GEORGIA

October 20, 1990
SACC SEMINAR
Contact: Karen Lavender
Georgia Southern University
Landrum Box 8112
Statesboro, GA 30460
912-681-5189

WISCONSIN

May 10 - 12, 1990
FIRST ANNUAL SACC CONFERENCE
Wisconsin ECE Association
Contact: Debra Nelson
1245 East Washington Avenue
Madison, WI 53538
1-800-783-9322

NEW YORK

May 24 - Binghamton
Early June - Elmira
Regional SACC Conferences
Participants will receive training on how to provide technical assistance in starting and improving quality SACC at the local and regional levels.
Contact: Mabel Leon
518-473-3855

JULY
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School Age NOTES

The Newsletter for School-Age Care Professionals

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What Is Fun, Teaches Scientific Principles, Depends on the Weather and Reveals Truths about Creating, Decaying and Recycling All Rolled Into One Package? Right! Bubble-Making

photo by Richard Howard

Fascination, mystery and adventure are spelled out in the faces of these two school-agers as they experiment with bubbles at the Boston Museum's Bubble Sheet Hoist. The exhibit consists of a trough of soap and glycerin. Using a pulley, a bar is dipped into the mixture, then raised to form a flat bubble. See page 4 for how to predict when the bubble will burst.

Inside

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EDITORIAL

Grieving: a Task for Today's School-Agers

Sharon is a seven year old who witnessed her cousin shot to death on the steps to her home. Keith has lost his father and now his step-father to divorce; he is twelve. Lakeisha, just turned nine, strokes her mother's hand in the last moments before her mom dies after a long illness.

Today's children face grief and loss in increasingly alarming numbers. For many school-agers, growing up in the major inner cities of the United States, where violence and shootings connected with drug-dealings have become common place, the confrontation with a grief experience is especially traumatic.

Dr. Melba Coleman, principal at a Los Angeles elementary school, discovered that almost 10% of children had had someone in their families die and had no place to discuss their feelings. Many of these children were expressing their grief through social and academic withdrawal, as well as verbal and physical "acting-out" behaviors. As an educator, she expressed her belief that children are not just receptacles for knowledge but whole beings when she said, "Don't talk to me about their test scores until we administer to their hearts."

And that is just what the school is doing. The school began a class, where children process, express, share and come to grips with their grief. Sometimes, they express their grief through the drawing of pictures, the writing of stories, through digging in the dirt and planting flowers - the cycle of life - and sometimes through a field trip to the cemetery where one child's mother is buried and which he had never visited. *NEWSWEEK 11/13/89*

This LA school is the only one in the country to have a "grief and loss" class. Is it because schools are already burdened with trying to meet too many needs with too few resources. Or is it because this school had reached a crisis point that could no longer be ignored? School-age programs are ideal places to help children cope with grief because our role is to address their social-emotional needs and to supplement the family's role. Why are we not doing it?

The outstanding difficulty is that most people have difficulty coping with their own grief, never mind that of a child's. How can we help a child to talk about their own hurt, anger, disbelief and sadness related to loss when we cannot talk of our own?

Witness this young teacher's recalling of how she dealt with a young boy whose mother died the previous year:

"As the winter holidays approached, I knew that Teddy would never catch up in time to be promoted to the sixth grade . To justify myself, I went to his folder. **I closed my mind to the personal remarks.** *First grade: Teddy shows promise by work and attitude, but has poor home situation. Second grade: Teddy could do better. Mother terminally ill. He receives little help at home. Third grade: Teddy is pleasant boy. Helpful, but too serious. Slow learner. Mother passed away end of year. Fourth grade: Very slow, but well behaved. Father shows no interest.* 'Well, they passed him four times, but he will certainly repeat fifth grade! Do him good! ', I said to myself."

"I closed my mind to the personal remarks." Often that is how we cope; we close our minds and our hearts to the personal feelings and we close ourselves off from sharing our own grief and thus helping school-agers to share their own. At the same time we close off the possibilities for the both the children and ourselves to make connections with each other that are profound and simple. By making these connections, we and the children will no longer have to "act out" grief in ways that separate and leave us with wailings of "I don't know what to do with these kids; they are so destructive, apathetic, disobedient, withdrawn, belligerent..."

Maybe we have not been trained to deal with this. Maybe we do want to run away from it. Maybe we want to do just what the unknown teacher did - close our minds to the personal remarks.

We can start in simple ways. We can begin by showing our sadness when a flower or tree we planted dies, or a butterfly or small animal is hurt. We can let go of the usual platitudes of "It doesn't hurt that much; brush yourself off and get going," and replace them with expressions of concern, empathy and support. We can honor and connect with each others' pain instead of trivializing it. We can incorporate into the program, acts of grieving by making and sending sympathy cards, gifts or through remembering acts: planting of trees, making of books, telling of stories.

We can walk toward grief and invite children to join us in the celebration of the cycle of life, a cycle which includes loss and death.

by Bonnie Johnson

See page 3, 5, 6, 7 & 13 for grief and loss related articles.

Subscriptions: $14.95/year 6 issues
Send to: School Age NOTES
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Grieving: a Task for Today's School-Agers Con't

Kim Butterfield and Janis Scaturo, counsellors in grief and loss in Syracuse, NY, offer these suggestions:

✓ Give children support to bear the pain, and the time to work it through.

✓ Include parents in discussions, and tell parents about grief-related conversations with the child.

✓ Touch children. Touches on the shoulders or back make children feel safe.

✓ Say, "He died". If we say, "He went to sleep" or "She is sick", children will be afraid to go to sleep or get sick. Use simple, clear and exact definitions.

✓ Avoid platitudes. Don't say:
1. *"Don't cry, it'll be okay."* It's not okay and children need to cry.
2. *"God took her because she was good."* Children will be "bad" on purpose.
3. *"Her work was done."* Children will refuse to work.

photo by Nancy Alexander

Give children support to bear the pain.

✓ Help children complete sentences, like, *"When Dad left, I felt. . . "* or *"Once upon a time. . . "*

✓ Use a time-line, illustrating children's feelings over time. This helps to develop a sense of past and future of hope and integrity.

Make a "Honey, It's Not Your Fault" Book Cover

Debby Franke Ogg, Parenting Resource Coordinator for the Ulster County Mental Health Association in New York, recommends that children make book covers entitled, "Honey, It's Not Your Fault". The children can fill the book in with their story, in their own words and illustrations. Encourage the children to read, add to, and alter their story to accommodate varying moods, feelings, priorities and thoughts.

Grief Resources

How It Feels When A Parent Dies
Recorded intimate interviews with 18 kids from 7 to 16. Each child tells the facts, feelings and what they wish had been done differently.

What Can I say? How To Help Someone Who Is Grieving: A Guide It tells how to listen, how not to be afraid, being with and paying attention to the children.

Aarvy Aardvark Finds Hope
It deals with grief, not just death and dying. For ages 8 years & up

Grown-ups Cry, Too
"Only babies cry!", says the big kid next door, but Stanley Cramer knows better. This book looks at familiar situations, showing why grown-ups cry.

The above books and a catalogue of many more resources can be ordered from **Centering Corporation**,
POB 3367, Omaha, NE 68103.
Phone: 402-552-1200

SACC Workshop Proposals Wanted for SACUS 1991

SACUS (Southern Association on Children Under Six) is a 16,000 member, early childhood association covering 13 southern states. Its interests go beyond the "under six" in its name. For next year's conference, to be held March 14-17, 1991 in Atlanta, workshop proposals are now being accepted. Much interest has been expressed in providing more workshops on SACC. Practical workshops for providers and directors are needed. Many of the participants are in private or church-related programs.

Submit PROPOSALS IMMEDIATELY!!! and include:
a. Name, address, phone number, professional title of individual submitting request.
b. Name, addresses, telephone numbers, and professional titles of all presenters.
c. Title of presentation that clearly and concisely describes its content. (Incorporate "School-Age Child Care" at the beginning of the title.)
d. Content priority to be addressed by presentation.
e. Purposes of presentation.
f. Outline and brief description of content and format.
g. Number and nature of projected audience, i.e., practitioners, directors, administrators, advocates.

Mail proposals with self-addressed envelope to: Dr. Ruth Hough,
Conference Program Chairperson,
Dept. of Early Childhood Education,
Georgia State University, Atlanta GA
30303 (404-651-2584)

One complimentary conference registration will be made available for accepted workshop sessions.

Soap & Water & Humidity Equal Bubblesful of Fun!

According to Becky Childers of Knoxville, Tennessee, "The beauty of bubbles is that everyone, babies and grown-ups, and, most especially school-agers, love bubbles. They're fun and they're science." They're surprising and they're magic - and they're mesmerizing, challenging and invigorating!

School-agers enjoy mixing their own solutions, experimenting until they discover their favorite recipes. Children in Becky's program in Noah's Ark, First United Methodist Church in Knoxville offer the following tips.

Recipes:

☐ Use Dawn, Joy, Ajax, or Ivory dishwashing detergent. Others will work, too, but the more expensive detergents make the best bubbles. Dawn and Joy are the favorites at Noah's Ark.

Favorite Recipe #1
1 cup dishwashing detergent
3 - 4 Tablespoons glycerine
(purchase in any drug store)
10 cups cold water (up to 15 cups on less humid days)

Favorite Recipe #2
1 quart warm water
8 teaspoons dishwashing detergent
2 Tablespoons Karo syrup

☐ The basic bubble recipe is water and detergent, with a strengthener, which can be glycerine, jello powder, unflavored gelatin, Certo (used in canning), or Karo syrup. Children enjoy making their own formula, choosing from any one of the above strengtheners. What might happen if they combined strengtheners? A new invention! Food coloring can also be added for different hues of bubbles.

Friends & Enemies

☐ Humidity is a friend to bubbles. The more humid the weather, the better the bubbles. Early morning, when dew is on the ground, is best. Evenings and after the sun has set are also prime bubbletimes. During the day, the best bubble play is near a lake, creek or sprinkler. Since trees give off humidity, blowing bubbles under a tree is a viable alternative as well. Because humidity levels fluctuate throughout the day, Becky suggests purchasing a humidity gauge at any hardware store (about $15). Children learn to check the gauge four times each day, at regular intervals, charting the daily changes. They can note the best daily bubble humidity levels, which are 60% or more.

A more primitive way to check the humidity is to see whether bubbles pop when they land in the grass. If they do, there is insufficient humidity. Wet grass will hold bubbles indefinitely.

☐ Sun, Wind and Dryness are the enemies to bubbles. As children experiment, they learn that bubbles pop in the hot sun, because sun absorbs the air's humidity. Wind, too, can force bubbles to pop. Children will learn that blowing bubbles with their mouths may be too forceful, but waving the bubbles at arm's length may be more successful, because of the gentler, freer motion.

Bursting Predictions

Why are there colors in the soap bubble film? White light from the sun (or a light bulb) is composed of all the colors the human eye can see. A rainbow is formed by the refraction (bending) of light. The surface shape of the soap film bends the white light from the sun, ceiling lamps and white walls and "creates" the different colors seen in a bubble. Different colors are reflected according to the thickness of the soap film: red = 14 millionths of an inch, green = 11 millionths of an inch, and purple = 3 millionths of an inch. Using this information, can you predict when a soap "bubble" is about to burst?

Thanks to Carol Hudson from the Schenectady Museum & Planetarium for this bubble tip.

By Nancy Mahar

See pages 8 & 9 for more ideas and activities for creating fun times with bubbles.

photo by Nancy Alexander

Adults try out new bubble-making tools to see how they work and find out how much fun bubbles really are!

Divorce and the School-Age Child

Tall and slender with hurt-filled eyes, ten year old Tameka stomps across the room. She grabs the orange juice from six year old Juan and takes over breakfast. Giving orders to everyone, Tameka has managed, in a few minutes, to get everyone served and eating breakfast.

Hands, body, legs in constant motion, 7-year-old Jim Bob gyrates around the room, his eyes spanning all that's happening. With one swift motion, he swipes Antoine's Legos onto the floor.

With down cast eyes, and arms crossed, Julie sits alone. Silent.

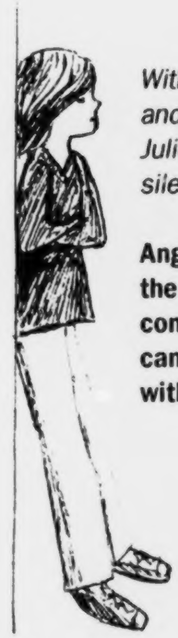
Tameka, Jim Bob and Julie are all children who's parents have recently separated or divorced. How do the many school-agers react and respond to the separation and divorce? How do they feel? What do they do with their feelings?

Experts in the divorce field note children's feelings to be similar to their parents and similar to anyone going through the grieving process of loss. Sadness, bewilderment, hurt, denial of the changes in their life; shame and longing for the absent parent or the "way things were"; and especially ANGER are the feelings that dominate the emotional arena.

Anger is often a product of frustration - of wanting something and not getting it. School-age children, faced with separation and divorce, have a multitude of "wants" and "not gets". They are angry because: 1. "They want" both parents living with them;
2. "They want" the attention of their parents; (Parents going through S & D often are centered on their own personal feelings of confusion, sadness and anger. Therefore, children experience both physical and emotional separation from their parents.);
3."They want" to be able to get a Big Mac at MacDonald's or a new pair of jeans like Lisu's, but now there's not enough money;
4. "They want" the new man or woman in their mother or father's life to disappear; and
5. "They want" to have control over their rapidly changing home life.

What results from these unmet wants are angry feelings: "Why me?", "It's not fair!" and "My parent is so mean!"

All of which is fine if children expressed these feelings in socially acceptable and helpful behaviors. But most of the time they don't. So much of the anger school-agers feel is related to their parents. Because children frequently do not feel safe in accepting, never mind expressing, anger toward their parents, the children turn the anger OUT onto other people and onto property, and IN onto themselves.



With downcast eyes, and arms crossed, Julie stands alone - silent."

Anger produced by the frustration and confusion of divorce can be disguised as withdrawal.

What school-age leaders see are children behaving like Tameka, Jim Bob and Julie. Anger becomes disguised as "bossiness", property destruction and withdrawal. Of course, children of stable two-parent families display these same behaviors also. However, with children of S & D, the behaviors are usually a change from how the child normally is, especially after a specific event occurs, such as a child spending the weekend with the absent parent or "mother goes out on a date". These fluctuations in the child's behavior can be especially disconcerting in providing school-age care. The child become unpredictable and the adult leader becomes wary.

What Can You Do?

Help the School-Age Child:

☐ Release their feelings through actions, e.i. dramatic play, stomping feet, punching pillows or playing a challenging active game;
☐ Express their feelings through words: "I am really angry." and have those feelings honored by significant adults;
☐ Problem-solve how their situation could be improved;
☐ Receive acceptance from their parents by interpreting the child's behaviors to the parents, so they can support the child through this life change. Parents may want to consider "Children of Divorce" support groups. Check with local mental health centers.

The world of the school-age child has broadened from being home centered to encompassing a world of peers, school, after-school program and their larger community. With parents moving out, financial situations fluctuating, and multiple changes in their home life, the school-age child may find the school and the school-age program as the only stable point in their life. Therefore, school-age leaders and the program itself become centrally important to the child and the family.

by Bonnie Johnson. Revised from original article, SAN September/October 1981

Losing & Winning: Is It All In a Day's Game??

by Jim Therrell

Dear Mr. Play: I don't want to seem like I'm taking things for granted, but I honestly don't see how you can avoid the winning and losing that takes place in kids' games. The kids demand that there be winners and losers. They say they don't want to play the boring "cooperative" game that I have planned. I constantly feel stymied, because I don't get to demonstrate the values and practices that I believe kids need. What do you suggest I do?!
—Stymied in Orlando

Dear Stymied: I've faced the same demands and expectations from kids. I also like cooperative games, yet often I let them play what they want, and I take part with them. Kids desperately need to feel a sense of empowerment, just as they need a healthy adult role-model to interact with them on a daily basis.

On the other hand, kids also need exposure to a diversity of games and acitivities. It's like the liberal arts theory of games: diversity breeds breadth and balance. Also, in this case, learning different games and activities helps to develop positive self-images, healthy social skills, and openness to different ways and ideas.

With a group of kids that's demanding another traditional "competitive" game, I sometimes ask that we try "something different" for five minutes, and if they don't like it after that time, we'll change the activity. I also explain that this activity can be very "competitive" in itself (even though it's a cooperative game). It's true because competition can take place in the degree of self-effort put forth. And besides, even "cooperative" games can have an element of competition in them.

Sometimes, as dumb as this seems, you need to remind kids that they are the kids, that you are the adult, that you're responsible for them and not vice versa, that you have a child's experience still in your heart, that you like to play, but that sometimes you need to exercise your responsibility for directing a breadth and balance of activities. PLAY ON!

Dear Mr. Play: I play a lot of cooperative style activities, but I played and loved youth sports when I was kid, so I like sharing competitive games with the kids. The problem here is that the kids are constantly bickering, bad mouthing, and not feeling good about each other, especially when they lose. Does that normally happen these days, and what can I do to help the situation?
—Puzzled in Pittsburgh

Dear Puzzled: First, there's certainly no such thing as "normal" kids. Every child is special and deserves to be treated that way. Second, kids do seem more dramatic in emotional matters. It all points to something we cannot take for granted: we must make better efforts at teaching fair play!

We must take the time to address the rampant "McEnroe Syndrome" (so-called for one of tennis' poorest examples of fair play): (1) over dramatizing outcomes and judgements made by those in a position of authority, and (2) consistently disputing every close call with cry-baby tactics. This behavior is exactly what I see erupting on almost every playground I visit, especially those who emphasize competitive activities.

Whatever you do, don't take this behavior personally, especially when its obnoxious head is aimed at you. I would immediately pull the offenders off to the side or have a group-huddle, and say with some anger: "Look, there is no game so important that we put our friendships on the line. There is always the next game, but friendships are hard to come by. Besides, everytime somebody over-reacts, he or she will be removed from the game for disrupting it, or we'll sit down as a group and talk about ways to improve our fair play attitudes and behaviors."

We must return moral integrity to the ways in which games are played. It really doesn't matter whether you make it through one complete game or activity. It's much more vital how you play together. Is it more important to lead your way through a game, or to teach fair play, listening skills, sharing, taking turns, and respect for each other?! I hope your pondering isn't too prolonged in Pittsburgh!

NOTE: *Send your questions to: Mr. Play, c/o Play Today!, POB 1891, Pacifica, CA 94044, 415-359-7331. Therrell is a regular SAN columnist, a national seminar and keynote presenter. He provides Certification of Professional Play Leaders and has written "HOW TO PLAY WITH KIDS" (includes C.O.O.L. KIDS, PLAYING FOR K.E.E.P.S., and HOTGAMES"). See page 15 for order information.*

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Being with Kids in Times of Grief

Change is part of life. Changes that involve a loss bring disequilibrium, stress and discomfort; a sense of imbalance.

Any separation, loss or transition may affect a child, be it a move to a new home, school or grade, a death, a divorce, or change in the family structure. Even the loss of a pet can produce grief.

Many times our first inclination as caregivers is to deal with transitions in silence. Silence, coupled with a moving away from the child, does not help or equal resolution. Silence may indicate we are ignoring the situation, or hesitant to interfere, or perhaps we are avoiding issues which we feel ill equipped or ill prepared to tackle.

Silence, coupled with our compassionate presence, can be a powerful message that we care and are with them through this painful time.

Children and parents need our help in coping with transitions and loss. During transitions, parents often lose sight of their children's needs. Overwhelmed in their struggle to deal with their own pain, parents may not want their children to express pain, because children's grief reflects and intensifies their own. Sometimes parents may even depend upon the children for support, asking them to be an adult emotionally. This interferes with children having the chance to grieve, in a child's way.

The Stages of Grief for a child are the same as for an adult. The only variation is the manifestation.

Stage I - Early Grief.
Until they get in touch with their feelings, children may appear very casual. This is a state of shock and numbness, during which the psyche temporarily shuts down. Many people wait until the eleventh hour to tell children about the impending sadness, but this only increases the shock when reality is discovered.

After the shock and numbness comes a state of alarm. "Who will take care of me?" Symptoms may include waves of exhaustion and sickness. Serving soft, soothing foods like ice cream may be comforting.

This state of alarm is followed by denial and disbelief, a "time-out" phase, in which the child may not talk about the trauma, may hallucinate, or may act like an adult, or a replacement for the lost person. Professional help may be needed if this phase lasts over three months.

In the time of magical wishing that the relationship would return, children need to resolve the conflict between relinquishing & repossessing it.

The final phase of Early Grief is hyperactivity and out-of-control behavior. Our role is to expect the same safe behaviors of all children, and not to allow violence or destruction from any child for any reason. Children need to be safe, and to know that we are there to keep them safe. We can provide acceptable outlets for excess energy, such as a punching bag or nails to hammer into wood. We can provide soothing activities, such as bubbles or water play.

Stage II - Acute Middle
In this time of magical wishing that the relationship would return, children need to resolve the conflict between relinquishing the loss and repossessing it. Symptoms include yearning and pining, searching and restlessness. Our role is one of patience; children cannot be pushed through this process. They may repeat, or ask us to repeat, a story over and over, or involve themselves in repetitious play situations, as they diligently and relentlessly search for meaning and understanding.

A sense of disorganization may also be evident. Children who are forgetful and unable to concentrate may need time to think and talk about their preoccupations before they can attempt a task at hand.

Because grief cannot be resolved without pain, strong feelings of anger, guilt and shame will be felt and expressed. We can help by reassuring them, over and over again, that they did not make these things happen.

The most difficult part of this Middle Acute Stage is the children's feelings of despair and hopelessness; suicide may even be mentioned or considered.

Stage III - Subsiding Grief
In this stage, children become more integrated and are able to focus more on the present or future, and less on the past.

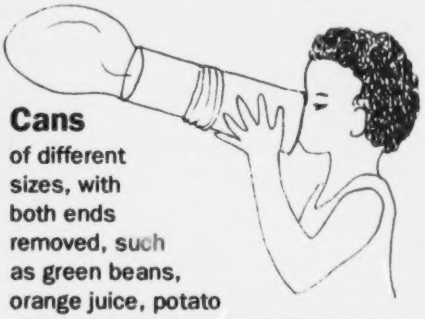
Our most important role is to let the children talk about how they really feel. They need a forum for their feelings - a safe, neutral, non-judgmental atmosphere in which to work out the push and pull of their emotions, feelings and questions.

Life brings change, but more importantly, life brings life. On any given day, no place is more full of life than a school-age program! By giving children and families the reassurance that we believe in them and are there for them, we can allow children to lead the way, while we support and follow their cues toward resolution.

by Nancy Mahar with the help of Kim Butterfield, Debbie Franke Ogg and Janis Scaturo. See page 3 for additional information about grief.

Soap & Water & Humidity Equal Bubblesful of Fun!

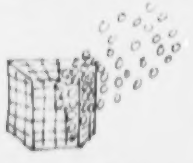
Bubble Tools come in a variety of sizes and shapes. Here are just a few of the many readily available materials that easily convert to bubble-making "machines". School-agers will enjoy the process of finding, making and using these "tools".



Cans

of different sizes, with both ends removed, such as green beans, orange juice, potato chips, or large institution-sized cans. Try making one long bubble pipe by securing two or more cans of the same size together end to end. Strong electrical or duck tape works best. Dip one end into bubble solution and blow through the other end.

Whole Plastic Berry Baskets,



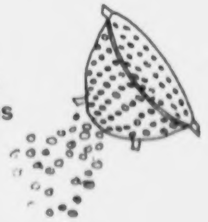
dipped in a shallow pan of bubble solution, form clusters of bubbles. Because these are toddlers' favorites, Noah's Ark school-agers call berry basket bubbles "baby bubbles".

Children discover that blowing air into the baskets from greater and lesser distances, even through the sides, creates differences in the bubbles.

Straws can be placed side by side and secured with a rubber band or electrical tape. Then dip the top ends into the solution. Holding the straws at a distance from mouth, blow through the dry ends of the straws.

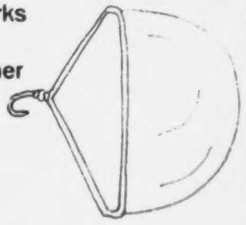
Colanders:

Dip into solution and wave at arms length.



Experiment with **Slotted Spoons, Wooden Thread Spools, Empty Eyeglass Frames and Sand Sifters.**

Wire Coat Hangers can be used in their original triangular shape or reshaped into circles or squares. Experiment with different shapes. Will a triangle make a triangle bubble? Why? Why not?



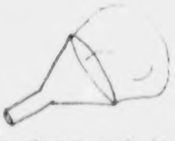
Frying pans make great solution containers for coat hanger bubbles.

Pipe Cleaners can be shaped into wands;

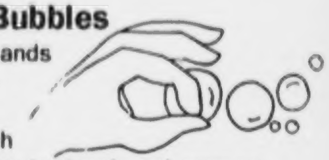
Small Paper Cups turn into bubble-makers when the large open end is dipped and a tiny hole made in the bottom is blown through .

Infant Plastic Clothes Hangers, the square kind. Insert the bottom rectangle into the solution and use the hook as a handle.

Funnels and bubbles fascinate because when the funnel is inserted into bubbles, a bubble covers the large end, then backs down into the funnel. Kids can also see their faces in the mirror affect of a funnel bubble.



Hand Bubbles



Dip wet hands in bubble solution, then touch index finger to thumb and wave or gently blow bubble into air. For a larger bubble, touch both index fingers and both thumbs together. For a large cluster of bubbles, touch all five fingers of one hand to all five fingers of the other hand. Fingers should be spread out and rounded.

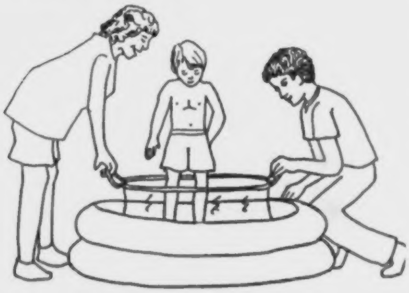
Bubble Thing Hunt

Divide school-agers into teams to find new bubble tools, either at the program or at home. This is definitely a new way to "clean up in the kitchen", because kitchens contain so many possible bubble tools. A trip to a salvage store might turn up an array of "new" tools.

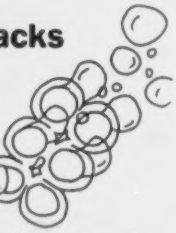
Soap & Water & Humidity Equal Bubblesful of Fun!

Noah's Ark Bubble Cases

One child, in a bathing suit and goggles to protect eyes from the soapy solution, stands ankle deep in bubble solution in a small wading pool, which is just a bit larger than a hoola hoop. Two adults tie two yarn handles on opposite sides of a hoola hoop. Adults, facing child and each other, from opposites sides of pool, encircle the hoola hoop around the child, downward into the bubble solution. Holding the string handles, each adult lifts the hoop, gradually and equally upward, out of the solution, forming a film around the child. If the child is tall, each adult may need a stepladder to graduate the bubble to a level higher than the child's head. Have a camera ready to take photos of each "Bubble Kid". A Swimming pool nearby is helpful for rinsing away the soapy solution. A sprinkler could also be used. Either way contributes to the fun.



Bubble Six Packs



Place a plastic six pack soda can holder into bubble solution, then swing at arm's length in air. Six large bubbles will emerge from the large holes; spaces in between will form six smaller bubbles. What happens when arms are swung slower or faster?

Bubble Sculptures

Take a table outside; wet it down thoroughly. (Remember anything dry is the enemy of bubbles.) Pour solution into a jelly roll pan on the tables. Give a straw to one out of every ten children. Blow through the straws into the solution. Make sure the children do not suck into the straw and that all the children's hands are wet. Kids blowing through straws may want to practice with water first. Bubbles will grow from the pan into the air and onto the wet table, affording children the opportunity to shape the bubbles into sculptures! Adults may want to model this activity first until kids understand the procedure and see the possible results.

Sudsy Stops

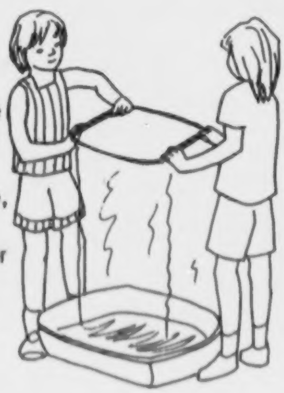
☐ Exchange bubble recipes and ideas with neighboring school-age programs. (Bubble solutions can be transported in empty plastic gallon bleach jugs. The handles make them easy to carry and it's a great way to recycle. Make sure to rinse jugs thoroughly before adding solution, label with the recipe and "CAUTION: Do not drink" on the outside.

☐ Set up bubble stations with different activities in a public park. Invite parents to come along. Don't be surprised by the size of the crowd that bubbles attract!

☐ Bring bubble activities to a Senior Citizen's Center or ask Foster Grandparents to come to the program space. Those confined to wheelchairs can put bubble wands on long sticks and helpers can push the wheelchairs to make the bubbles fly!

Magic Bubble Wand

Cut one piece of yarn the length of a child's two arms. Thread yarn into two straws, then tie yarn together. One child holds one straw, and faces another child holding the other straw. Working together, each holding one straw, children dip yarn into bubble mixture and bring it slowly out of pan. As children keep moving, the bubble grows. To close off the bubble, children walk closer together until the straws touch, bringing the film together.



Compiled by Nancy Mahar. Our sincere thanks to Becky Childers for her invaluable help. See page 3 for more ideas.

References:

The Unbelievable Bubble Book *by John Cassidy. Comes with "the bubble thing" which makes bubbles the size of a person.*

Bubbles: The Children's Museum Activity Book *by Bernie Zubrowski.. Order from: The Children's Museum, 300 Congress St, Boston, MA 02210-1034, ph 617-426-6500*

Notes and Quotes from Our Readers

In the March/April 1990 SAN issue, Laura Pfandler wrote a letter of concern about the SACC training technique of visualizing moments in our own school-age past as a means for understanding the needs of the school-agers with whom we work today. Ruth L. Fitzpatrick, SACC Unit Director in the Kentucky Department of Education has this response to Laura's concern:

"The approach taken by our SACC consultants is to ask the audience of parents, educators and/or professionals in SACC to visualize one day in their lives between the ages of five and thirteen, after school; to remember the activities and setting(s) of this day. When each adult seems to have a mental image of such a time, we then ask for individual descriptions of the activities, and these activities are discussed. Typical responses include "played with my friends, had something to eat, rode my bike," etc. No reference is made by the trainer to mother and father. However, once the participants have made their initial responses, the trainer then asks about the whereabouts of the adult(s) and their roles."

"The purpose of such an exercise, in our view, is to indicate the kinds of universal needs and interests of school-age children — which basically remains the same in every era, and to emphasize how to create appropriate settings and curicula for school-age children. In many cases, this exercise has enabled school administrators to understand what is developmentally appropriate for school-age children and how to provide high-quality environments for them."

However helpful this training technique can be to school-age professionals, Doris Martin, Child Development Specialist in Virginia offers these words of caution :

"Guided visualization into past events is a powerful technique because it can bring to our consciousness aspects of our lives that continue to influence us despite their having happened long ago. It is this quality that has the potential to heighten our awareness so that we can begin to act consciously. It is this same quality that can bring pain as we recall unpleasant or traumatic events. When used appropriately this technique can be of significant benefit to individuals or group participants."

"Persons using visualization techniques with groups or individuals must recognize the power of the technique and use it accordance with their own training and experience. To do otherwise is professionally irresponsible, if not unethical. Assuming leader competence, the following are questions to be considered by trainers using visualization and similar psychological techniques."

"Is the overall nature and purpose of the training consistent with the use of visualization techniques?"

"Has group trust been established to provide support and security for self-disclosure?"

"Does the allotted time allow for adequate processing of the material shared?"

"Does the size of the group permit the leader to be sensitive to individual responses?"

"Are the workshop participants given advance description of the nature of the workshop?"

"Is it explicit that everyone has the option of participation at any level they choose, including not participating; and that it is okay not to do so?"

"Are the visualizations guided in such a way as to take into consideration the wide range of individual experiences?"

"Has the pain as well as the pleasure, associated with growing up been considered?"

"Have options such that the visualization is appropriate to all been provided? Is the visualization expanded to include many possible scenarios and then gradually drawn to the purpose for which the visualization was intended. (i. e., NOT, "Consider the nice things your mother did for you after school." RATHER, "Was there someone there for you when you left school? If not, imagine how you would like it to have been for you. . . ")."

"If a participant experiences hurt in a workshop, does the leader have the time, skill, and willingness to meet individually with them afterward to restore equilibrium and provide referral when appropriate?"

"Laura's letter has prompted a re-examination of my own use of visualization techniques and has sensitized me anew to the pain that we all experience in varying degrees in the process of growing up, a process that lasts a lifetime. Thank you, Laura."

Vermont Licensing Head Listens to Fourth & Fifth Graders, Changes School-Age Regulations

by Dale B. Fink

We often talk about capitalizing on children's interests and ideas in planning activities for school-age child care. A small group of children in Vermont went one step further this winter and became involved in statewide policy development.

Not that they planned it that way. They were just mad about the regulations, which said "Each child shall be supervised at all times by staff." To them, this was unfair. It meant they constantly had to have a adult watching over them. Why couldn't they be in an adjacent room, for instance, doing their homework or working on a project? They weren't babies: they had much more freedom during the school day, not to mention when they were at home.

Shelly Henson, the site coordinator for one of the 11 SACC sites of the Greater Burlington YMCA, explained to them how the regulatory process worked and where they could direct their suggestions if they had any. The children wrote a letter, saying forthrightly, in slanted, hand printed, lettering: "We don't like your rules. We protest. We think were (sic) old enough to be trusted." It was signed by Robyn, Tyler, Benjy, Christopher, Willy, Kerrie, Matthew and Ryan, "the 4th, and 5th graders of the Charlotte YMCA." Henson sent it along with an accompanying letter of her own, describing the discussion she had held with them, to the state director of Child Day Care Licensing.

Thanks to that correspondence, Vermont is now the first state in the country to spell out in its regulations a separate standard of appropriate supervision for older children attending SACC - giving children above the third grade more freedom and independence. Coleman Baker, Director of licensing, seeing the children's letter as a good opportunity to explain to the youngsters that the rules were designed for their safety and protection, arranged a personal visit to the Charlotte YMCA site.

However, over the course of the discussion, they convinced him to reconsider the state policy. Within a few weeks, Baker issued a new one: *Fourth graders (and up) may be in a room without adult supervision.*

> **"We don't like your rules. We protest. We think were (sic) old enough to be trusted."**

Vermont's new definition of supervision stipulates that fourth, fifth and sixth grade children do not always have to be in the same room with an adult caregiver. However, staff must know the whereabouts of each child and what activities they are engaged in; no child may be alone, except for toileting; children must be in approved, licensed space; staff must be within earshot of the children; and staff must monitor the children every fifteen minutes. "This derivation is warranted", explains Baker's memo to directors of school-age child care programs throughout the state, "in order to allow older school-agers to accept responsibilities appropriate to their ages." The new regulation does not require centers to extend this newly defined freedom equally to all older children: it applies to those who "have a good understanding of the center's rules and policies regarding appropriate behavior and privileges."

In a separate letter to the eight children, Baker wrote that "this policy was created because of your feelings and your actions . . . please maintain your interest in speaking up or writing letters when you feel your lives are being inappropriately affected. . ."

Many school-age providers across the country have come to recognize that nine to twelve year old children are in a different developmental stage than students in the lower elementary grades, and therefore that programs that wish to serve this older group must be very different from those designed for the younger children. This new regulation makes Vermont the first state to formalize this understanding through the regulatory process. Everyone in the school-age child care field ought to tip their hats to Coleman Baker - and to the eight children and their supportive staff of the Greater Burlington YMCA who made this change possible!

Dale B. Fink is a Research Associate at the Wellesley College Center for Research on Women. His main focus currently is aiding school-age childcare programs to better serve children with special needs.

Possible $27 Billion for Child Care – What's in It for SACC?

By the time you read this, the U.S. House and Senate may have already reached agreement on the shape of the comprehensive Federal child care legislation and put it on the President's desk for a signature. This scenario became imminent at the end of March, when the House passed its version (H.R. 3) which is expected to go into conference with S.5, the Senate version which passed in June, 1989. Just a glint in the eye of the Children's Defense Fund and others three years ago, the bill originally known as the Act for Better Child Care (ABC) seems on the verge of becoming reality. If President Bush signs the version of the legislation that emerges from the House-Senate negotiations, it will signal the largest Federal support for child care since World War II — and is sure to send significant new streams of funding into the school-age child care field. The total cost of the House package, including greatly expanded tax credits, was $27 billion over the next five years.

Foreseeing the implications of this legislation (in its present form) for the school-age field is difficult. Both versions of the bill are complex and both versions gave great leeway for states to make decisions — within general parameters — on how to spend the money. Unforeseen changes could also be adopted in the conference committee as word comes from the Oval Office as to what type of bill would avoid a veto. (It is well to recall that the last time Congress passed comprehensive child care was in 1973 and the bill was vetoed by President Nixon, who made his famous remark that helping America's families pay for quality child care would "lead to the sovietization of American family life.")

For now, we can at least spotlight the key differences between H.R.3 and S.5, with regard to their potential impact on school-age care.

Age Group Served: The Senate bill includes an amendment limiting funding to children 12 or under. The House version leaves open the possibility of serving children older than that.

Location of School-Age Programs Receiving Support: The Senate version did not place any limits on where the subsidy money was to be directed (though individual states might choose to do so). H.R.3 , in a dramatic departure, supports school-age programs only in the schools. It apportions 33% ($429 million) of its funds for allocation to school districts which could use it for preschool and school-age child care. It permits the schools to contract with other public agencies or nonprofits—but not with for-profits — to provide these services. It also mandates that families below the poverty line receive at least 75% of these services, and receive them free.

It is well to recall that the last time Congress passed comprehensive child care was in 1973

Start-Up Funds: *The Senate bill allows states to give grants to public schools for start-up of latchkey programs. H.R.3 does not have a provision for this. (A related note: a hearing was held in Washington in February on the reauthorization of the Dependent Care Grants, which have supported school-age child care start-up since 1985. It seemed likely that this funding stream would be continued, regardless of the disposition of S.5/H.R.3.)*

Staff Training: While S.5 allocates a portion of its funding for "quality improvement activities," including staff training, it doesn't build in specific requirements. The House bill requires 15 hours of training per year for caregivers in all programs that receives funds.

Older People as Caregivers: The House version allows Social Security recipients to work in child care positions (preschool or school-age) without counting their earnings against Social Security. S.5 did not contain this provision.

The Children's Defense Fund in Washington or your local affiliate of the NAEYC can provide you with up-to-date reports on the status of this legislation and what you can do to get involved.

Dale B. Fink is a Research Associate at the Wellesley College Center for Research on Women. His main focus currently is on aiding school-age child care programs to better serve children with special needs.

What's Happening In New Jersey?

Seventeen New Jersey counties (out of 23) have formed SACC coalitions in. Three regional SACC Specialists, funded by the Dependent Care Grant monies, are working with the counties on starting new SACC programs and on providing training for existing ones and in establishing resource centers. *Contact: Steve Rosen*

NJ Youth & Family Services
1 South Montgomery St, CN-717
Trenton, NJ 08625
609-292-2404.

I closed my mind to the personal remarks: "Mother terminally ill. He receives little help at home. ... Mother passed away end of year."

Teddy's letter came today, and now that I've read it, I will place it with the other things that are important to my life.

"I wanted you to be the first to know."

I smiled as I read these words and my heart swelled with a pride I had no right to feel. I had not seen Teddy since he was in my fifth grade class, fifteen years ago.

I disliked Teddy. Teachers (although everyone knows differently) are not supposed to have favorites, but most especially, they are not to show dislike for any child.

... I had thought myself quite capable of handling my personal feelings along that line until Teddy walked into my life. I wasn't particularly drawn to one child that year, but Teddy was most assuredly one I disliked. He was dirty, not just occasionally, but all the time. He had a peculiar, unidentifiable odor. His physical faults were many, and his intellect left a lot to be desired. By the end of the first week I knew he was hopelessly behind. He was just plain slow! I began to withdraw from him.

Ashamed as I am to admit it, I took perverse pleasure in using my red pen. Each time I came to Teddy's papers, the cross marks were always a little larger and a little redder than necessary. "Poor work!" I would write with a flourish. While I did not actually ridicule him, my attitude was apparent to the rest of the children, for he quickly became the class "goat", the outcast, the unlovable and the unloved. He knew I didn't like him, but he didn't know why. Nor did I -- then or now -- know why I felt such an intense dislike for him. All I know is that he was a young boy no one cared about, and I made no effort on his behalf.

As the winter holidays approached, I knew that Teddy would never catch up in time to be promoted to the sixth grade. To justify myself, I went to his cumulative folder. He had very low grades for the first four years, but no grade failure. How he made it, I didn't know. **I closed my mind to the personal remarks.** "First grade: Teddy shows promise by work and attitude, but has poor home situation. Second grade: Teddy could do better. Mother terminally ill. He receives little help at home. Third grade: Teddy is pleasant boy. Helpful, but too serious. Slow learner. Mother passed away end of year. Fourth grade: Very slow, but well behaved. Father shows no interest." "Well, they passed him four times, but he will certainly repeat fifth grade! Do him good!" I said to myself.

The last day, before the holidays, arrived. Our little tree sported paper and popcorn chains. Many gifts were heaped underneath, waiting for the big moment. My gifts from the children seemed bigger and more elaborate this year.

Each unwrapping brought delighted squeals, and the proud giver received effusive thank yous. His gift wasn't the last one I picked up; in fact it was in the middle of the pile. Its wrapping was a brown paper bag, on which he had colored Christmas trees and red bells. It was stuck together with masking tape. "For Miss Thompson - From Teddy", it read.

The group was completely silent, and for the first time I felt conspicuous, embarrassed because they all stood watching me unwrap that gift. As I removed the last bit of masking tape, two items fell to my lap: a gaudy rhinestone bracelet with several stones missing and a small bottle of dimestore cologne - half empty. I could hear the snickers and whispers, and I wasn't sure I could look at Teddy.

"Isn't this lovely?" I asked, placing the bracelet on my wrist. "Teddy, would you help me fasten it?" He smiled shyly as he fixed the clasp, and I held up my wrist for all of them to admire. There were a few hesitant oohs and ahhs, but as I dabbed the cologne behind my ears, all the girls lined up for a dab behind theirs.

After we ate our refreshments, the children filed out with shouts of "See you next year!" and "Happy Holidays!" but Teddy waited. After they had all left, he walked toward me, clutching his gift and books to his chest. "You smell just like my Mom", he said softly. "Her bracelet looks real pretty on you, too. I'm glad you liked it." He turned and left quickly.

I locked the door, sat down at my desk and wept. I resolved to make up to Teddy what I had deliberately deprived him of -- a teacher who cared.

I stayed every afternoon with Teddy, from the end of the holidays until the last day of school. Sometimes we worked together. Sometimes he worked alone while I drew up lesson plans or graded papers. Slowly he caught up with the rest of the class and did not have to repeat the fifth grade. In fact, his final averages were among the highest in the class. He had enjoyed a measure of success.

I did not hear from Teddy until seven years later, when his first letter appeared in my mailbox.

Dear Miss Thompson,
I just wanted you to be the first to know. I will be graduating second in my class next month.
Yours very truly, Teddy Stallard

Four years later, Teddy's second letter came.

Dear Miss Thompson,
I wanted you to be the first to know. I was just informed that I'll be graduating first in my class. The university has not been easy, but I liked it.
Very truly yours, Teddy Stallard

Dear Ted,
Congratulations! You made it, and you did it yourself! In spite of those like me and not because of us, this day has come for you. The best be yours.

[illegible]

Looking back: a story of my brother dying

My big brother Billy was coming home. It had been three years since the big fight between my Dad and Billy. I hadn't understood what happened then and I still have some difficulty with it now.

I remember that night. Mom cried while Dad and Billy yelled at each other. When I got up the next morning, Mom and Dad were talking and crying in the kitchen, still in their clothes from the night before. I got a creepy feeling and decided to keep quiet. Dad told me that Billy had moved out of the house and wouldn't be back. I asked why; no one answered. It was that way for three years.

When Dad mentioned Billy for the first time in three years, that same kind of creepy feeling hit me a second time. I had entered the kitchen, slipped into my usual chair and started to eat my toast. Dad cleared his throat and said "Son, Billy's coming home for awhile." I screamed "HURRAY!", and as I did Mom ran out of the kitchen. She was crying.

I ran home from school that day and burst through the front door. In the living room was Billy, or who I thought was Billy. He had changed so! The huge guy whose neck I hung around now seemed small and frail. The guy I used to wrestle with seemed as though he'd break if I hugged him tighter. Mom came and seemed to have a fit. She told me to go change out of my school clothes. Maybe things hadn't changed.

Dad didn't come home at his usual time from work. Mom said he had to work late. We were all in bed by the time he got home, and when we got up for breakfast the next day he had already left for work. What was going on?

It wasn't until Saturday that I really had a chance to talk with Billy. I quietly knocked on Billy's door and slowly opened it. Billy was sleeping; he was breathing slow and heavy. He looked old, not just a few years older than I. His eyes opened and it was the same old Billy I remembered. In that old familiar voice the line came out, "What's up, Creep?" I was at a loss for words, but I walked over to the bed and sat down. Billy started talking about leaving; he told me he had wanted to say good-bye before but hadn't been able to. He and Dad couldn't see eye to eye on some things so he had moved out. He would not have come home but now he was sick, very very sick. I asked him if he would get better and he said no. That's when he said it, "I'm going to die."

With that we both began to cry; he because of fear, me out of love. He went on. He told me he had AIDS and that there was no cure. That was why he had lost so much weight and looked so sick. That was why Dad and Mom had let him move home - - to die. I just sat there; I didn't know what to say. I thought I was going to be sick. I ran out of the house and got on my bike. I rode till I couldn't breathe; and then I cried till I couldn't cry any more.

Everybody seemed to be walking on eggshells, so I walked lightly, too. Over the next month, Dad started to be at home more and to talk with Billy once in awhile. Mom had returned to her usual routines. Billy worried me. He spent a lot of time resting. He went to bed early and took three to four naps a day.

When summer rolled around, I talked Mom into taking Billy and me down to the shore for the day. On the beach, Billy looked even sicker. He seemed so pale compared to the other tanned bodies. His arms and legs were thin as if they had no muscles to them. I noticed tiny bruises on him. Billy wore shorts and a T-shirt, too skinny to wear a bathing suit, he said.

We decided to build sand-castles near the water. Billy started his with thick outer walls and four high towers. I started near the water with a moat and a drawbridge. When we had finished, we sat back and admired our creations. By this time the tide had begun to come in.

We watched the hands of nature wipe the beach clean. Quietly, Billy spoke, "We all have ways to protect ourselves like walls; similar to yelling, fighting, running away. Sometimes the walls don't help, especially when the thing we are afraid of is something we can't control. Instead of making us stronger it tears us down". At this point the waves had washed away my drawbridge and caused my fortresses to crumble. Standing alone was my castle which soon would be gone too.

He pointed to where the sand castles had been. "The castles are not gone. They have only changed form. Every bit of sand that made them up is like a memory. . . all you have to do is put them together again"

I felt alone and scared all of a sudden. I moved closer to my brother, and he put his arm around me. We sat silently and watched as the ebb and flow of the tide crept higher up the beach. The waves now started to slowly attack Billy's castle.

I turned to my brother and said, "Billy I don't want you to die."

He said, "I don't want to die either, but right now people with AIDS don't get better."

Together we watched as the water leveled the beach where Billy's castle had been. I couldn't hold back the tears that were running down my cheeks. I didn't want Billy to see them, but he already had. He pulled me closer and gave me a hug. He knew I was thinking about him and death.

Billy slowly began to talk. "I'm not really going to be gone, I'll always be near you. Look over there. . ." He pointed to where the sand castles had been. "The castles are not gone. They have only changed form. Every bit of sand that made them up is like a memory. . . all you have to do is put them together again. . ."

Now I go to the beach by myself. Each summer I build a big castle near the water's edge with thick walls and four towers, and while I build I think of Billy and our last day at the beach. Then I sit back and watch the tide creep up the beach, knowing that Billy is sitting there beside me.

by Eric J. [illegible], Graduate student in Child Development, University of [illegible], NY and former [illegible] leader in Albany, NY.

Sunburn, Cancer, Children: SAC's Responsibility

July and August are the two hottest months of the year north of the equator. This is a fitting time to look at ways to prevent sunburns both in staff and school-agers. Why? The evidence is mounting that sunburns during childhood and youth are related to skin cancer later in adulthood. The more skin is severely burned and the more often it is burned the greater the chance it will later become the site of skin cancer. Remember all skin colors, from fair to dark, are susceptible to sunburn and skin cancer.

According to recent reports, skin cancer is the most common cancer in America, twice as common as other cancers and can be life-threatening. *Two types of skin cancer, called non-melanoma, are usually not life-threatening but tend to occur many times. The third type, melanoma, leads to death in half the cases in the U.S.*

SACC staff have a responsibility to minimize children's exposure to sunburn and fast tanning (a tan is the skin's response to injury.) How to help:

☐ Inform staff, parents, and children of your efforts to help prevent overexposure to the sun.
☐ Remember ultraviolet rays from sunlight which cause cancer can reach the skin on cloudy days and even underwater.
☐ Minimize the time children are on the playground between 10 A.M. and 2 P.M. which is the most intense period of ultraviolet rays.
☐ Encourage children to wear hats and sunscreens or sunblock lotions when on the playground or on field trips, particularly when around pools or beaches.
☐ *Help parents raise this issue with school systems regarding lunch recess outside and outdoor field trips and* picnics. This is particularly important in the summer for year-round systems or for schools in tropical climates.
☐ Have staff model good sun protection techniques.

Rep. Miller Fears Opposition to Child Care Bill's Federal Standards

U.S. Representative George Miller from California and Chair of the Select Committee on Children, Youth, and Families is aware of the fight still ahead for child care legislation. In a letter to advocates after the House Child Care Bill passed, Miller commented on the obstacles. First, the substantial differences between the House bill and the Senate-passed version must be resolved. *Miller said "President Bush has threatened a veto if legislation comparable to either of the current bills is ultimately approved by the Congress."*

"Opposition is likely to focus on the issue of federally imposed standards in the bill. The 'standards' included in the bill, however, leave great latitude to individual states in the creation and enforcement of minimal standards to promote the health, safety, and development of children in child care. There are no burdensome bureaucracies or heavy-handed mandates in this bill; there is an incentive program to assure that the child care program created improves the quality of care not just the availability."

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RESOURCES

SAC Conferences

ALASKA

July 29 - August 2, 1990
Spend a SACC Week in Alaska... at **SACC Leadership Institute**, Homer, AK. Training provided by Wellesley SACC Project. Enrollment fee of $375 includes housing, continental breakfast and lunch daily and one banquet dinner.
Contact: Diane Duvall
907-479-3193

CALIFORNIA

July 25 - 27, 1990
Living With 10- TO 15-Year-Olds: A Parent Education Curriculum Workshop
Sponsored by The Center for Early Adolescence in San Francisco.
Contact: Kitty Dalton
The Center for Early Adolescence
The University of NC at Chapel Hill
Suite 211, Carr Mill Mall
Carrboro, NC 27510
919-966-1148

October 6, 1990
Third Annual LA CSAC Chapter
Conf. at Peck Park in San Pedro
Contact: Jan Zatorski
213-485-4880

October 13, 1990
Annual Tri-County CSAC Chapter
Conference for San Bernadino, Orange, and Riverside counties
Contact: Debbie Causse
714-879-2187

GEORGIA

October 20, 1990
SACC Seminar
Contact: Karen Lavender
Georgia Southern University
Landrum Box 8112
Statesboro, GA 30460
912-681-5189

NORTH CAROLINA

August 19 - 22, 1990
Wellesley SACC Project will provide the training at this **SACC Leadership Institute** in Boone NC. Fee of $155 includes 3 nights lodging and meals.
Contact: Marsha Munn
919-733-4801.

OREGON

September 29, 1990
Oregon SACC Alliance Conference
Linn-Benton Com. College in Albany
Contact: Colleen Dyrud
SACC Project, Dept. of Education
700 Pringle Parkway SE
Salem, OR 97310
503-378-5585

PENNSYLVANIA

July 26 - 27, 1990
Fifth Annual SACC Conference
When School's Out - What Then?
Contact: Lancaster YWCA
Attn: Marcie Gluntz
110 North Lime St
Lancaster, PA 17602
717-393-1735

TEXAS

October 25 - 26, 1990
SACC Conference in San Antonio
Contact: Nancy Baker
Corporate Child Development Fund
4029 Capital of Texas Hwy. S.
Ste 102, Austin TX 78704-7920
512-440-8555

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Look at Circles from All Angles

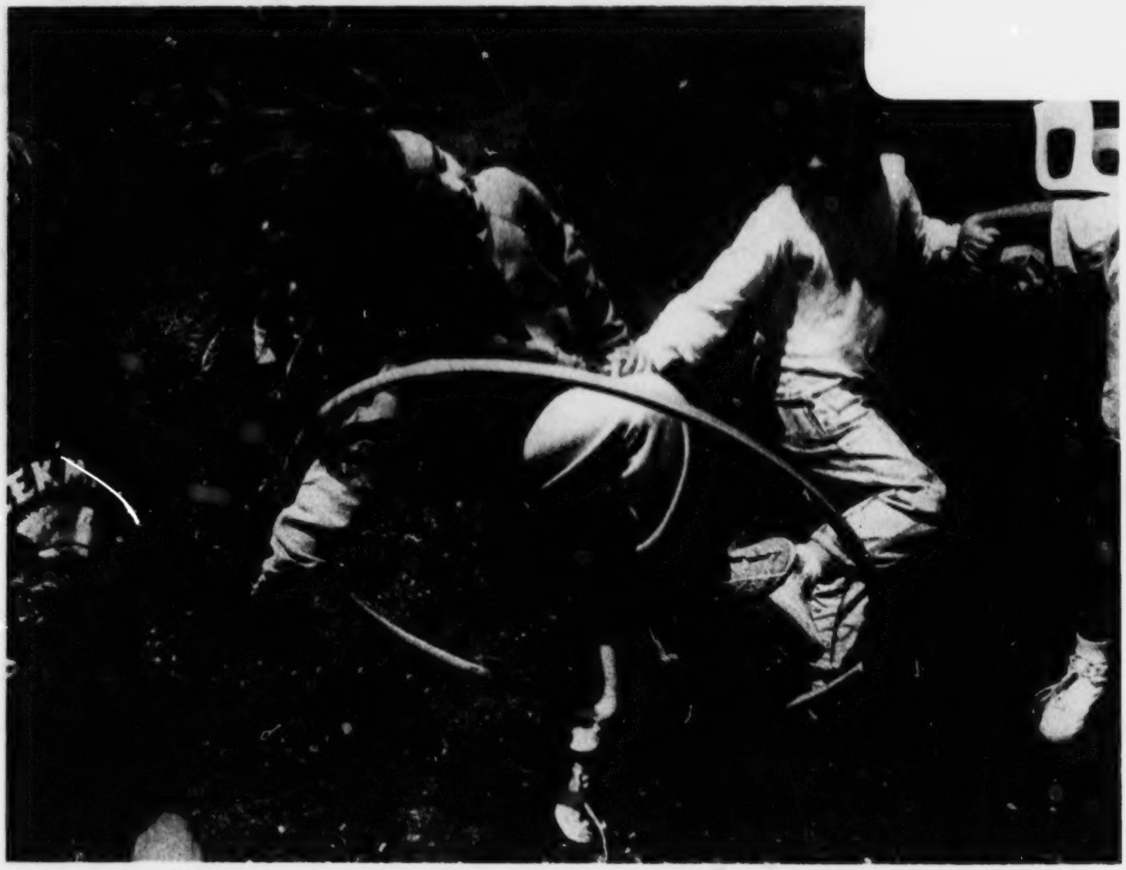

photo by Robert V Niles Thanks to the Poughkeepsie Journl in New York for permission to use this photo.

Circles can be challenging as this group of school-agers discover in this "Pass Thru the Hoop" game. Without letting go of each others' hands, they try to get their bodies thru the hoop. One by one, they rearrange and contort their arms, legs, and heads to fit thru the vertical hoop till the whole circle of kids have done it. This is a game that demonstrates that it takes all of us working cooperatively together to get things done and have fun while we do it!

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EDITORIAL

Coming Full Circle: SAC in the Center

How important is school-age care? Does it really provide a service that helps school-agers? Their families? The community at large? SAC professionals involved in the daily "chaos" may wonder what good SAC does. The bigger picture of how SAC shapes, influences, and changes the world, may become blurred at times. This is because the bigger picture of SAC is made up of small, sometimes minute, sometimes seemingly insignificant and simple events.

School-age care is not simply about taking care of kids between the "more important" parts of their life: home and school. SAC is not just a resting spot, not just a parking lot and not just a waiting room.

Joel Rubin, school-age care professional in Massachusetts, writes: "The relaxed pace of (school-age) child care programming and the relative freedom from curricular deadlines, provide chances rarely available in other kinds of schooling, to follow a natural learning process paced to the emergence of issues that genuinely interest children. This makes school-age child care an exceptional place for critical and creative thinking to develop." (see page 5)

In Alaska, school-agers (see page 10) travelled back in time to discover their heritage, their own creativity, and the relationship between the two. This project gave school-agers an experience that does not easily fit into either our present school or home models. Both schools and homes seem inundated with too much to accomplish and too few adults to interact with and guide the children through experiences that allow for a slower, individual pace. This is a pace that allows for finding their own ideas and expressing those ideas in their own way. SAC can provide the slower pace, the resources and the adult-focused attention that children need to find their own way.

In one Minnesota school district (see page 3), the SAC programs reflect an awareness of how important healthy eating is to the overall well being of the school-agers, as individuals and as a group. This reflection is carried out both in the provision of healthy snacks and in their teaching children the effects of healthy and unheathy eating. The staff are aware of the immediate and long-term effects; they are the models-in-action and the transmitters of this healthy food knowledge. This is in marked contrast to the multi-million dollar advertising of fast food, mostly too high in sugar, fat and salt, that is marketed to children. (See page 14).

In New York, one school-age program, housed in a senior citizens center, has both informal and formal intergenerational activities. Both seniors and school-agers benefit from interactions with each other that they probably would not get otherwise. The school-age program brings together two ends of continuum to form a much needed whole.

SAC has the luxury of asking such questions as "Do you really need to be in control of a situation? Can you let the kids go at times? Is it okay not to stick strictly to the rules? Do you have to finish "the way you're supposed to" and "on time"? Is it okay not to be over-cautious? If you have safety foremost in your mind, is it okay to let some "chaos" into a situation?" (See page 6) With that luxury comes the opportunity to have children try their wings, be foolish, make mistakes, not be goal-oriented, just do nothing and have no purpose. In many homes, the opportunity to do these simple things are no longer viable. We are a nation that emphasizes goals, purpose, work, pleasure only if it has an ultimate good, and time management. School-agers (and adults) desperately need time-space to be otherwise.

School-age care is also inclusive. Massachusettes became the first state to convene an all day "Special Needs in SACC" conference this May. (See page 12). An increasing number of babies are surviving neonatal intensive care and growing up into school-agers. Thus we have a larger number of school-agers who are in wheelchairs, wearing braces, using continuous oxygen, hearing aids, and other special equipment and who have other special needs.

While schools, and other activities for school-agers, address only their focus (i.e. academics), SAC looks at the many needs of the child and integrates them into a whole. This is done by provision of services, networking, acting as a catalyst and as a liaison; by extending and expanding from the center to outer edges of the circle.

School-age care, as a concept, has been influenced by the summer play schools that began in NYC in 1917. Their purpose was for socialization when kids were out of school and did not have opportunities to play with each other. It is on this rich heritage that SAC continues its central position in the daily lives of school-agers.

"One friend, one person (one school-age professional) who is truly understanding, who takes the trouble to listen to us as we consider our problems, can change our whole outlook on the world." (See page 13)

by Bonnie Johnson

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WHAT'S FOR SNACK?

by Janice Jordan

"What's for snack?" asks Loran as he bursts into the after-school room. Loran's question is a common one. It's a way to say hello as kids begin shifting gears from school time to care time. And, of course, it's a way to find out what there is to eat. After-school snack provides a good opportunity for kids to relax, talk over the day's events, and refuel. And snack also provides the opportunity to teach kids that how they feel has a lot to do with what they eat.

At our SACC program there is no pop, no candy, and no sugar. We believe better behavior is the result. Think about the times during the year when the levels of unacceptable child behavior are the highest. The Christmas holidays. Easter. And how about Halloween? What are children eating during these times? In a word — sugar. More sugar than at any other time during the entire school year.

Halloween at our program is dreaded by staff members because the children's behavior becomes extremely aggressive. More fights break out after the classroom Halloween parties and the day after than at any other time of the year. "Sugar madness", we call it.

For a 1978 study of an elementary school in Georgia, the school lunch program served only natural whole foods. No processed sugars; no white flour; and lots of fresh fruit and vegetables. The children's after-lunch behavior changed dramatically. Observers noticed that the kids acted much less aggressively, they were more attentive, more calm and peaceful. Playground fights and hyperactivity were significantly reduced.

Eating healthy foods, scientists tell us, keeps the body in balance. A body out of balance has nutrient deficiencies which can cause confusion, fatigue, irritability and other mental problems ranging from poor concentration to depression.

Good, healthful foods can help kids feel and act better. Give the kids in your care every opportunity to be their best. They deserve good food to help maintain balanced bodies. Remember, a body in balance is healthy and happy; a body out of balance is sad and aggressive. Good food makes peaceful people.

The disease-food connection is slowly gaining recognition. Studies confirm that high blood pressure is found in children as young as ten. Heart disease begins in childhood. Because of poor eating habits and lack of exercise children today are more overweight than ever. You can teach health by serving snacks low in fat and sugar; whole, natural foods. You can make snack time a pleasant experience for the children in your care.

A study in 1982 by the National Academy of Sciences says the foods we eat are responsible for 40% of cancers in men and 70% of cancers in women. A more recent study by Cornell University found that a plant-based diet is more likely to promote good health and reduce the risks of cancer, heart problems and other diseases. What you feed the children does make a difference. Cruciferous vegetables — cabbage, cauliflower and collards — can reduce the chance of healthy cells becoming cancerous. Vitamin C, found in abundance in citrus fruits, green peppers, and broccoli, reduces plaque build up in the blood that can eventually lead to heart disease. Soy foods can actually lower high cholesterol. Try soy drinks, cheeses and ice creams. Beta carotene, another cancer fighter, is available in yellow, orange, and red fruits, leafy green vegetables, and carrots.

Be an advocate for good health. Our children deserve to learn how to have the most healthy body possible. Buy and serve natural, organically grown foods. And keep in mind that food should never be used to reward or punish. Food is fuel for the body. If we can teach children this we would go far toward eliminating diseases of over and under eating.

To encourage kids to eat new foods:
1) Involve them in food shopping and preparing snacks.
2) Encourage older kids to teach younger children sound eating habits.
3) Display weight and height charts and posters about good health.
4) Be a role model.

Here is a delicious, easy to make snack that will put you and your kids on the road to good health.

STRAWBERRY SHAKE
Place 1 cup fresh almond milk , 2 frozen bananas and 6 fresh or frozen strawberries in blender. Blend until thick and creamy. For a thinner shake use 1 1/2 bananas. Makes one large shake.

FRESH ALMOND MILK
Place 1/4 cup blanched almonds in blender with 1 cup cold water. 2 teaspoons pure maple syrup may also be added. Run blender at high speed for 2-3 minutes until a thick white milk has formed. If you are going to drink almond milk straight, strain it through a fine sieve. If there is a lot of pulp, you have not blended long enough. If you are going to use the milk in a shake, there is no need to strain. *(From FIT FOR LIFE by Harvey and Marilyn Diamond)* Bon Appetit!...

Janice Jordan is coordinator of SACC program for the school district in Wayzata, MN which serves 400 schoolagers in 6 schools.

See references on page 11 and more healthy snacks on page 4.

Healthy Snacks For Fall Fun

by Valerie W Stoodt

Yogurt, cheese, ice cream and pudding are among the favorite foods of sixth to twelfth graders, according to a 1989 national survey sponsored by Kellogg Company. Other healthy foods favored by this age group and third through 6th graders included potatoes, milk, fruits, fruit juices, meat and bread.

SACC providers can use this information to create healthy snacks using foods children enjoy and are more likely to eat.

"Snacking can be very important to the total nutrition plan of a child," said Susan DuPraw, a registered dietician and nutrition education consultant with the Dairy Council of Wisconsin. "Children need more nutrients and calories because they are or they're growing. If they are not hungry at meal time, you can make up nutrients with healthy snacking."

A nutritious snack should include two of the four food groups: dairy foods, meat, fruits and vegetables, and bread. To make it easier for children to avoid the temptation of convenience foods, which often contain more sugar, salt and fat, make nutritious snacks convenient. Peel and section oranges. Keep vegetables cut and chilled in the refrigerator. Make and keep individual frozen juice pops in the freezer or yogurt in the refrigerator.

Try these fun, healthy snacks that children will enjoy making themselves, with some supervision.

Cheese Creatures*

Whole wheat bread; cheese slices; and cookie cutters.

Cut fun shapes out of cheese. Place cheese shapes on slices of bread. Turn oven or toaster oven on and set on "broil". Put bread in oven, using oven mitts. Watch the cheese creatures change shape!

Banana Bun Fun*

2 whole wheat buns; 1/4 cup natural peanut butter; 2 bananas; raisins; and all-fruit jam.

Open buns with table knife. Spread half the peanut butter on inside of each bun. Spread one side of bun with jam. Sprinkle other side with raisins. Place peeled banana in the bun. Close bun and enjoy your banana "dog".

Peach Cow*

2 ripe peaches or 4 canned peach halves; 1 peeled banana; 8 oz. carton plain yogurt; 5 ice cubes, 1 cup milk; and 1 teaspoon vanilla.

Put all ingredients in a blender. Make sure the top is on. Turn the blender on at medium speed. Blend until smooth and bubbly. (Makes 4 servings)

Grape Ape

2 peeled bananas; 1 cup unsweetened grape juice; 2 1/2 cups cold milk; 1 cup ice cubes

Put all ingredients in a blender. Make sure the top is on. Turn the blender on at medium speed. Blend until smooth and bubbly. Sprinkle with fresh shredded coconut if desired.

** Recipes are from "Come Cook With Me" by Carolyn Coats and Pamela Smith. Used with permission.*

Valerie W Stoodt is Communication Specialist for the Dairy Council of Wisconsin, Inc which is a non-profit nutrition education association serving Wisconsin, the northern 17 counties of Illinois and Lake County, Indiana.

A-Round Snack Time

Spread mini-sized bagels with butter, cream cheese or all fruit jam.

Insert a pretzel stick into a "tunnel" of Cheerios.

Pizza Rounds: Cover English muffin halves with pizza sauce. Shred mozzarella cheese. Cover sauce with cheese. Sprinkle Parmesan cheese on top and bake until pizzas are hot and bubbly.

A-round Halloween: Bake your favorite cake in an eight or nine inch round greased, floured cake pan. When cake cools, spread with cream cheese frosting, tinted with a few drops of orange juice. Create a jack-o-lantern face with raisins to form its eyes, nose, smile and hat.

Cream Cheese Frosting: Soften 3 oz. cream cheese. Beat cream cheese together with 1 1/2 tablespoons milk, 1/4 cup honey, and 1 teaspoon vanilla.

Read **The Biggest Pumpkin Ever** (1984), by Steven Kroll, illustrated by Jene Bassett, Holiday House.

Banana Rounds: Slice bananas width-wise into rounds. Insert a toothpick into each round. Dip into crushed cereal or granola toppings.

Peanut Butter Balls: Roll finger-fulls of your favorite peanut butter cookie dough into very round balls, approximately 1 inch in diameter. Stick your thumb into every cookie round. Bake cookies at 375 degrees for 10-12 minutes. After baking, insert a jelly dollop into every round hole.

Make pancakes and read **Journey Cake, Ho!** (1953) by Ruth Sawyer, illustrated by Robert McCloskey. N.Y.: Viking Press.

THINKING ABOUT ... THINKING!

by Joel Rubin

Heard the kids say the following lately: "You hurt me", "Sorry, I didn't mean to", "Let's go play outdoors", "Can I have a turn after you"? Children at play use phrases like these to connect with one another. Child care professionals call these methods "using your words", (instead of pushing, grabbing and screaming), often without realizing how this fosters the process of thought through which kids become socially skilled.

SACC professionals may have the best opportunity in the entire educational system for developing children's thinking skills - their consciousness and often don't even know it.

A special opportunity to hear what's on a kid's mind exists in SACC. The relaxed pace of child care programming and the relative freedom from curricular deadlines, provide chances, rarely available in other kinds of schooling, to follow a natural learning process paced to the emergence of issues that genuinely interest children. This makes school-age child care an exceptional place for critical and creative thinking to develop.

What is Critical and Creative Thinking? Why is it Important?

Critical thinking uses reason to justify action and belief. Creative thinking is an attitude that, *welcoming difference*, finds a use for it. An ability to reason over and make good use of differences is a key to success in life. Racism, divorce, war and economic crisis are but a few of the disasters that have resulted from adult misunderstanding and failure to successfully cope with differences.

Today's children have to and will have to recognize and think their way through these and many other obstacles in order to make it in life. Schools can't teach children the answer to every problem. In the real world, many of the most important problems don't have a single right answer. SAC can help kids develop the creativity and judgment to cope with unfamiliar situations and open-ended problems. Typical school-age activities such as recycling junk into art and mending disagreements with one's playmates are excellent and age-appropriate ways to do this. The opportunity kids get to come up with or sort through play themes and project choices in child care put critical and creative thinking to use and provide a lifelong foundation for handling issues of difference and change.

How Do We Recognize and Foster Critical and Creative Thinking?

- Offer predictions, reminders and encouragement to help children anticipate ripe moments. Becoming skillful requires both practice and thought. Success does not come at once, it takes time to develop: "What do you think will happen if the two of you continue to play so roughly?" "What do you say when you hurt someone?" "You did a really good job of saying what you needed." "Would you like to make a suggestion?"

- Allow and promote natural opportunities to practice. Kids' outward competence increases as they take-on, or internalize, some of the critical role adults must at first provide: using words to set limits with a bossy playmate, offering to share, and getting the adult to intervene, (instead of hitting the child who made them angry). With practice, children grow able to take care of many problems and become less needy of adult intervention. The child's understanding of social ideas and behaviors grows into the competence of thinking to apologize for accidents, discussing ways of sharing playthings and proposing activities for the group to decide on.

- Look for Signs of Readiness. Growth is not an even process. Each child and each group of children presents its own unique pattern of strong points and weaknesses as these skills develop. Just short of competence, (the ability to consistently do something on one's own), lies that realm of "readiness" where, given a supportive social context, the child can successfully perform.

Telling the adult "I want to play with her car but she won't let me" and asking for help to work it out is a great improvement over grabbing from a playmate. "I'm afraid if I let her use my markers she'll lose them" expresses a concern that can be negotiated. "Can you tell us when five minutes are up so it'll be his turn to use the ball?" is a question asked by a kindergartener who has already had a great deal of practice in the art of sharing and the uses of time. Time is also being used (along with writing skills and a sense of territory) by the child who says: "I want to finish this puzzle later, how do you spell 'Do not touch'?" The child who asks: "Can I pass out the milk?" knows the snack-time routine and wants to count as a capable individual connected in an important way to meeting the needs of the group. As individual school-agers show signs of increasing readiness, the adult steps back from "doing" (providing a model) and acts more to encourage them (like a coach), allowing children greater responsibility for accomplishing some of what needs to be done each day.

Ways To Foster Critical and Creative Thinking

Our presence, support and ability to set behavioral limits can help children to feel safe enough to risk confrontations and to both make and fix the mistakes that are a necessary

Continued on page 11

PLAY LEADERSHIP

Keeping Your Hand on the Play Control Button - Can You Do It and Still Have Fun?

by James Therrell

Dear MR. PLAY: "Sometimes I have problems controlling kids—you know, things get a little crazy. In one moment I have control, in the next moment I don't. I'm feeling really frustrated about playing any games with the kids. How can I maintain better control of the kids . . . and still have fun?" —***Frantic in Ft. Worth***

Dear FRANTIC: Control is a hot, hot topic these days. It could easily be voted the major headache afflicting play leaders today. Most everyone I talk with would like to have more control—like it's a magic wand that would solve even the worst of situations. Well it is nice, but it's definitely a two-edged sword . . .

On the one hand, you need to be able to exercise control with your group in the following game or activity situations:

- Whenever the kids become overstimulated, out-of-hand, and hopefully before any unsafe conditions develop—like the potential for major collisions and crashes;
- When you want to gain their attention;
- When you want to describe; and demonstrate;
- When you want to, while in progress, voice warning messages;
- When you begin the ending, and
- When you want to make changes or adaptations mid-way or for the next version or round.

Because safety is such a central issue in play leadership, keeping control of your kids becomes an essential skill. The time for exercising control is when a few kids, not the entire group, are acting bored, are inattentive, or anxious, squirming, pushing, hitting, not listening, or eyes wandering. One of the cardinal rules for maintaining control is: **Maintain Active Listening Through Intent Eye Contact.**

That is: intent eye contact from you to them and from them to you. When kids begin to lose eye contact, chaos is sure to follow. It only takes one or two kids to detract in a big way from the rest of the group.

On the other hand, as the famous psychologist of stress, Hans Selye, says, you never really have any control over what happens. So when I think I've developed a measure of control . . . I think I'm doing pretty darn well! But when things do seem frustratingly out of control, I remember what Hans said, and I don't worry about it so much—be happy! (Credit this to Bobby McFerrin!)

In other words, don't make too big a deal out of control. Yes, it's important, especially safety—wise, but often adults perceive kids as being out of control much of the time. Yet, that's when a game or activity can be really fun, playful, and very memorable!

It's a fine line, so you need to develop an awareness of what your objectives are. Do you really need to be in control of a situation? Can you let the kids go at times? Is it okay not to stick strictly to the rules? Do you have to finish "the way you're supposed to" and "on time"? Is it okay not to be over-cautious? If you have safety foremost in your mind, then it's okay to let some "chaos" into a situation. Now you can reduce your stress, take a few full breaths, and continue to enjoy kids more and more.

NOTE: Please send your questions to: Mr. Play, c/o Professional Play Leaders Association, POB 1891, Pacifica, CA 94044, 415/359-7331. Therrell is a regular SAN columnist, national seminar and keynote presenter, provider of one-day Certification of Professional Play Leaders, and is the author of **"HOW TO PLAY WITH KIDS"** (includes C.O.O.L. KIDS, PLAYING FOR K.E.E.P.S., and HOT GAMES"). See page 15 for order information.

photo by Nancy P. Alexander

What's on Their Minds? Sex??

by Mary Widoff

If you accept Freud's "latency" theory, you believe third graders haven't the slightest interest in sexuality. *While it's true that many children of this age hesitate to ask adults questions about sex, it's not due to lack of interest.*

On the contrary, eight and nine year olds are bursting with unanswered questions - typically unasked - questions about sex. The reality is, they've often learned the subject is not okay to discuss. A few disapproving looks, or shocked, angry responses are all it takes to drive the message home.

Within the school-age program or at home, the adults may have worked hard to establish an environment which supports and encourages communication. But remember, school-agers are immersed in the outside world which brings many influences into their lives. Like it or not, *societal attitudes toward the discussion of sexual issues are still fraught with guilt, embarrassment, shame, fear and more.*

So school-agers may need adults to prod a bit more to get the conversation flowing. No need to force the issue - but reminders that adults are open and willing to talk can help get the conversation going. The following are typical 8 - 9 year-olds questions (and possible - not absolute - responses) which are often left unshared between adults who care for and about them and children.

Q. How old do you have to be to have a baby?

A. As soon as a girl begins to menstruate, she is able to have a baby. Some girls begin menstruating as young as 11*. Just because she is old enough to become pregnant doesn't mean she is ready to be a mother. Being a parent is a big job. It's best for girls to wait until they are grown up before they have babies.

Q. What about boys? When can they become fathers?

A. As soon as a boy begins to make sperm, he can cause a pregnancy. Many boys start making sperm around 13 or 14. But again, just because he's physically able to make a baby, doesn't mean he's ready for the responsibilities of fatherhood.

Q. When will my breasts grow?

A. Different people develop at different times. You're getting close to the age when your body will begin changing ... including breasts getting bigger. I was about 12 when I started developing. Maybe you'll take after me.

Q. Do boys have periods?

A. No. Remember that a period is the shedding of the blood lining that develops in a woman's uterus.

Q. Why is my penis so small?

A. Your penis is just the right size for your age. As you get older and start developing, your penis will get bigger.

Q. Brian's sister is having a baby and she's not even married. How can that be?

A. If a man and a woman have intercourse, whether they are married or not, the woman might get pregnant. I believe it's important to be married before having a baby. I think that's the best way for a family to live together.

Q. Kelsey got in trouble for saying f - - k. What does that mean?

A. It's a mean word for intercourse. It's usually said in anger, or to hurt someone's feelings.

Children can be pretty resourceful. If they really want the answers to these questions, yet presume they can't approach the significant adults in their lives, they'll find other ways to satisfy their curiosity. Some of which may be useless. Or inappropriate. Or harmful.

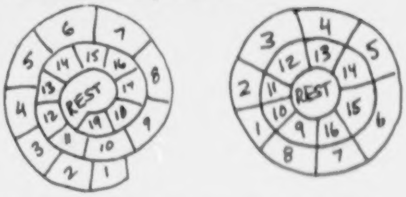
So, a good rule of thumb is: File Freud's conclusion under "insufficient data" and keep talking to the school-agers.

Mary Widoff is Education Director at PPALC in Eugene, Oregon. Used with permission. May be reproduced as a parent handout.

A three-part series on planning and implementing a Sex Education Class in SACC can be found in the January/February '84, March/April '84 and May/June '84 issues of **SAN**. A four-page reprint of all three articles can be ordered by sending $4 and a self-addressed envelop to SAN-SEC, POB 121036, Nashville, TN 37212.

Circles, Spirals, Spins & Wheels

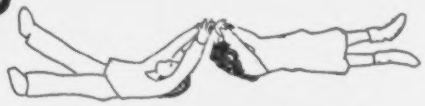
Round Hopscotch



Try these two variations, or just design your own, with chalk on the sidewalk.

Rolling-Pin Race

Divide into teams of two. Lie on the ground, on back, head to head, with arms outstretched, so that hands link together over heads. Teams have to roll from the starting to the finishing line.



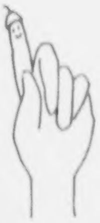
If their hands separate, they have to stop and re-connect before continuing. The pair reaching the finish line first wins.

Round About

Players hold hands in a circle. Without letting go of their hands, players twist themselves up by going in, over, under and through each other's arms. After they are sufficiently twisted, they untangle themselves without letting go of their hands, until they are back into a circle again.

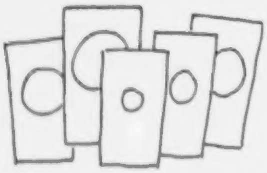
Acorn Berets

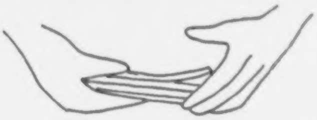
Put a round acorn top on the tip of one finger or toe. Draw a face on finger or toe, under the acorn hat.



Dancing Circles

Using various colors of thick felt-tipped markers, each person draws a circle on a 3X5 index card. Circles can be small, large, centered, off-center, or to the top or bottom, right or left side of the card. The more variety, the better. Arrange all circles on top of each other, so they seem to progress from one to the next, like a deck of cards, with circles going from right to left, or from top to bottom. Holding the left or right side of the stack of cards, flip them with the other hand.





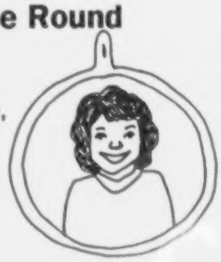
Circles will dance as fast as they are flipped.

Circle Spin

Each player, sitting in a circle, counts off, so each player has their own number. One player starts a frisbee spinning upright and calls a number. The player with that number runs into the center to keep the frisbee spinning. After each spin, the spinner calls another number, to see how long they can keep the frisbee spinning.

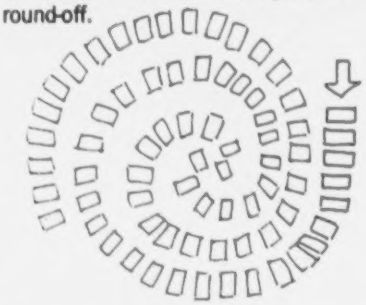
Photos in the Round

Use a curtain ring, from a drapery pole, as a frame for a favorite picture.



Shoebox Dominoes Round-off

Collect about 100 shoe boxes. Paint or decorate them in varying colors and designs. Arrange them on end in a circular formation, with boxes on the inside closer together. Then push the first box into the next box to start the chain reaction of the toppling boxes' round-off.

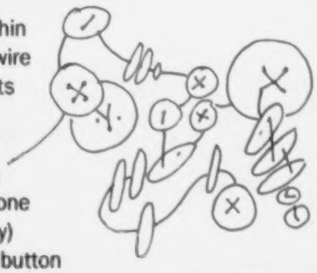


Turntable Tabloids

Collect old record players with broken arms or needles. Poke a hole in the middle of a paper plate and place plate, like a record, on the turntable. With plate spinning at 78, 45 or 33 speed, make designs with markers or paint brushes, using various colors and strokes.

Sewing Buttons

Weave thin coated wire (from arts & crafts store or donated from phone company) through button holes, adding buttons of varying sizes, shapes and textures, to makes a button sculpture. Spools and beads (cut from drinking straws) can be added for variety.



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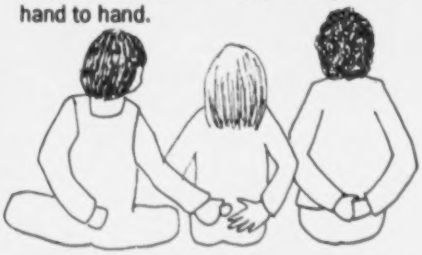
Circles, Spirals, Spins & Wheels

Button, Button, Who's Got The Button?

Players sit in a circle with arms behind them, passing a button from one player to the next. One player in the middle guesses which player in the circle has the button hidden in their hand, while players in the circle keep passing it from hand to hand.

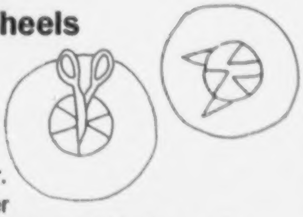


To make it more challenging, players can pretend to pass the button, even if they don't really have it. When the player with the button is guessed, that player gets to go into the center and does the guessing as the game continues.

Bubbles All A-Round

In a dishpan, mix water with some tempera or food coloring and some dishwashing detergent. Fill a coffee scooper with the soapy mixture and place the scooper on a paper. Blow into the mixture with a straw until bubbles grow out of the scooper and onto the paper. As the bubbles pop, they will make prints!

Wind Wheels



Cut a circle out of oak tag or sturdy paper. Draw another circle in the center. Divide the smaller circle into eight equal parts by drawing four lines through it. Cut the lines with scissors. Fold each triangle outward in opposite directions. Set wheel on ground and watch it roll with the wind!

Windy Directions

To see what happens when the wind blows "around and around and upside down," read **The Turnaround Wind** (1988) by Arnold Lobel, Harper and Row, or **Who Took The Farmer's Hat?** (1963) by John Nodset, Harper and Row.

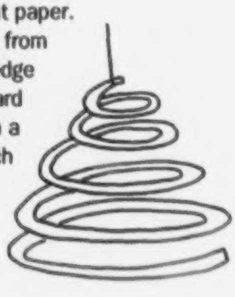
A-Round Collage

Collect plastic lids from yogurt and coffee. Cut out circles of interesting wallpaper patterns and textures and line the inside of each lid. Glue autumn treasures of weeds, acorns, small pine cones or twigs onto the wallpaper. Hang to display.

Computer Rounds

Edges of computer paper, with millions of holes, can be glued, sculpted, curled, or woven together with yarn. They can also be made into rings and connected into huge paper sculptures or chains, depending entirely upon ingenuity and imagination.

Spiral Circles



Cut a circle out of a tear-resistant paper. Start cutting from an outside edge and cut toward the center in a spiral. Attach a thread to the top, stretch and hang as a wind-catcher.

Flying in Circles

Mary Victor Bruce was a daredevil pilot who broke land, air and sea speed records and was once arrested for flying circles around the Empire State Building. In 1929, Bruce broke the 24-hour record by driving alone on the Montlhery track near Paris. She covered more than 2,200 miles at an average of 90 mph, a feat that also broke the world record for the greatest non-stop run by a solo driver. The pioneer race car driver, speed boat captain and pilot once said "going slowly always makes me tired. Mary Victor Bruce died May, 1990 at 94 years of age.

Recreate her life in a circular book or in theater-in-the-round play. For a book, cut book pages out of plain paper in the shape of a large circle. Write the story from the center of the circle, going outwards round and round. Write the play, practice it and perform on a stage with the audience sitting completely around the stage. Visit a theatre-in-the round to see how this is done.

by Nancy Mahar. See p. 4 for **A-Round Snack Time**.

"Round Hopscotch" and "Rolling Pin Race" are from The World's Best Street and Yard Games (1989) by Glen Vecchione. N.Y. Sterling Publishing Co.,

"Round About", "Dancing Circles", "Circle Spin", "Shoebox Dominoes" and "Turntable Tabloids" are adapted from The Incredible Indoor Games Book (1982) by Bob Gregson. California David S. Lake Publishers.

"Wind Wheels" are adapted from Cut, Paste and Color Book (1982) by Deborah Apy. Colorado: Current, Inc.

TRAINING TIPS

Alaskans Dig into Past to Find New Art Experiences

Many children in school-age child care have been in some type of child care arrangement for years. They have "seen it all". They have done everything that one can do with white construction paper and craft sticks. They do not have much time for art during the school day and are rarely involved in group art projects. They lack opportunities to become engaged in projects that extend over a period of time. The types of projects which make SACC more developmentally appropriate and successful for the children are process-oriented art projects.

If you are wondering just what is process-oriented art projects and how to provide them, you are not alone. Seeing the need for more process-oriented art projects in Alaskan school-age programs and for more training for school-age professionals on the how's-to-do-it, Diane Duvall and the Fairbanks Association for the Education of Young Children submitted a training proposal to the state Education & Training Fund for Child Care Workers. They received a $2,000 grant and put into place a highly successful training program for professionals and a process-oriented art program for school-agers.

Children in Alaska's elementary school are allotted "1 hour a week" plus "three times a year an art specialist visits their classroom" for art instruction. Some may receive a little more, some even less! School-agers are limited by their experience on the world because they learn through their experiences. The grant proposal for process-oriented art projects, called "Art Through Time", offered opportunities for school-agers to broaden their experiences. The goals of the proposal were to provide open art experiences to build confidence, encourage social development by giving opportunities for group experiences, to encourage creativity and individual self expression.

Catherine Conrad, an artist with a degree from the Savannah College of Art and Design and with experience in teaching in SACC, provided training in the concept of "Art Through Time" to SACC providers at a Directors Training Event, the Early Childhood Conference and with the Day Care Homes Organization. Staff and school-agers at individual programs also received on site training. Training Kits with guides to the art experiences, beginning with Cave People Art and working through time, were available. Each unit contained a parent handout which accompanied the experience to help parents understand why their children were carting home painted rocks and sticks and were so proud of their accomplishments.

These activities emphasize process; they are new, fresh, and interesting to do; they are interative with the children. For example, in Stone Age Art, the children went on a nature walk to find sticks and stones (not easy under two feet of Alaskan snow!), mixed paints and used the primitive implements to express ideas and feelings. They discussed how early people expressed themselves through the art. The school-agers progressed to making masks out of materials gathered on nature walks. Tracing Art Through Time, they encountered Egyptian art, encased a child in a "mummy" which they decorated a bright silver with many embellisments the children thought appropriate for an ancient Pharoah.

Stone Age Art

Materials: Sticks and Stones - painting tools; Tempera Paint - black, brown, red, orange, yellow; Paper; Sandpaper.

Purpose: To understand that Stone Age art was not only about pretty and interesting pictures, but about communication of ideas and making things happen in life. Use of "primitive" tools and painting with "earth colors" on a rough and odd-shaped surface will help children understand the challenge and fascination of Stone Age Art through the experience of how cavepeople created art.

Discussion: Brief description of how and why cavepeople used art - art as communication. Include visual aids, such as photos, slides or movies of art by cavepeople.

Assignment: Just as cavepeople made pictures of killing animals (bison, reindeer, cattle) to assure a successful hunt, ask the children to paint something they would like to happen to themselves, family, friends, pets, or country. Caution children to create paintings that will be helpful, not harmful.

Follow-up Discussion: Discuss the results of the finished projects as they are volunteered by the children. As a group interpret the message of each painting. Display paintings along a time line for future reference.

Edited by SAN from grant proposal developed by Diane Duvall and FAEYC. Diane is owner and director of Emerald City Child Care in Alaska.

Thinking About ... Thinking

con't from p. 5

and unavoidable part of becoming more skillful. Kids who are having a problem take whatever part they are ready to play in solving it. Although adults may be tempted to impose solutions when children ask for help, this cuts short the thinking process and, by short-circuiting strong emotions, can damage kid's self-esteem. Beside, what will they do in a similar situation if no adult is present?

Plan activities with an appreciation for the time it takes children - not only to complete the task, (which an adult could do with ease) - but to playfully develop the social and other skills for which projects serve only as a vehicle. Encourage kids to slow down and accept difficulties as a real part of the working process, instead of giving-in to frustration and fears of failure or of not having needs met. Kids are used to seeing slick products and easy (often violent) solutions to disagreements on TV and elsewhere in our society. As a result, many develop such a high pitch of perfectionism that the least wrinkle causes them to throw out what they've been making and fight over or stomp away from a disagreement. A big contribution to critical and creative thinking is made each time children learn from difficulties and adapt as the process of making something (be it a drawing or a friendship) unfolds.

Giving children "time to think", making it "safe to think" and serving as "role models" and "coaches", fosters critical and creative thinking everyday. The long-term effects of helping kids develop conscious life skills, (which may not be taught elsewhere, make child care one of society's most important and influential roles.

Joel Rubin is a teacher at the Lincoln Primary Extended Day Program in Massachusetts.

What's For Snack?

Continued from page 3

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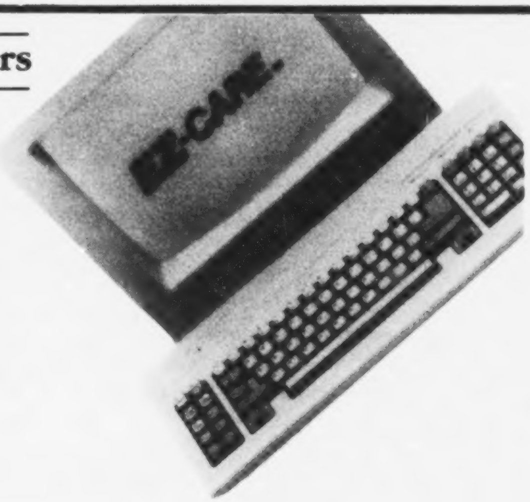

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Special Needs in SACC: Subject of Massachusetts Conference, New Jersey & Illinois Training Manuals

by Dale Fink

On May 24, Massachusetts became the first state to devote an all-day conference exclusively to the issue of integrating children with special needs in school-age child care. It was a resounding success, as over 125 people attended, and the vast majority indicated they'd like to make it an annual event.

The conference was joint effort of Brandeis University, the Boston chapter of Association for Retarded Citizens (ARC), and the Wellesley College Center for Research on Women. Financial support came from the Office for Children, the agency which licenses child care in Massachusetts. The composition of the audience was somewhat different from that of similar conferences. Mixed in with the school-age child care providers were staff of agencies which have not usually attended child care-related events: Easter Seals, Centers for Independent Living, chapters of ARC, National Birth Defects Center, Department of Mental Retardation, Mayors' Offices of Handicapped Affairs, and hospitals and summer camps catering to special populations. There were also parents of children with disabilities, two of whom appeared on the program as speakers. Many participants indicated that the mixture of people made the networking opportunities unusually valuable.

The conference site — at Brandeis — was fully accessible and the agenda of the day was underscored by the fact that two of the presenters had disabilities themselves. Howard Cohen, professor of Recreation and Leisure Studies at Boston University, uses a wheelchair and he presented on "Activities that Work in Integrated School-Age Child Care." Bill Henderson, principal of an integrated public school in Boston, is nearly blind and presented on "Public Schools as Partners in Integrated School-Age Child Care."

The conference featured sessions on four different models of integrated school-age child care, legal issues, community assessments, resource development and others. The sessions which drew the largest numbers of participants were "Activities That Work," "Staff Training," and "A Slide Show of Program Models from Around the USA." Co-leading the "Staff Training" session as well as delivering the keynote address was Betsy Essex, Executive Director of the UCP Extended Day Care Project in Madison, Wisconsin. Copies of the conference program are available to those who might want to convene similar conferences in other states.

Staff Training Manuals on Integration

Another approach to expanding the integration of children with special needs in school-age child care is being taken in Illinois and New Jersey, where staff training manuals are currently being produced. The Developmental Services Center of Champaign, Illinois, with support of that state's Department of Children and Family Services, has recently completed a manual on integration which is applicable to all child care programs, regardless of the age group they serve. The state of New Jersey has taken a different approach, awarding three separate contracts for the design of training manuals oriented to family day care providers, preschool centers, and school-age centers.

The contract for the New Jersey school-age manual has been awarded by that state's Department of Human Services to Dale B. Fink (the author of this article), who will be working closely with DHS and with providers and others from New Jersey. It will be completed in the fall of 1990 and will be designed for use by Resource-and-Referral personnel and others in the training of caregivers.

The New Jersey manual, unlike the Illinois manual and the Massachusetts conference, will go beyond the area of disabilities and will include in its definition of children with special needs those who are gifted, those who are bilingual, those from cultural or ethnic minorities, and those who have been abused or neglected. The manual will address the ways that each of these groups of children are similar to as well as different from their peers. It will include sections on activities and environments, working with parents, and where to look for help.

Dale B. Fink is a Research Associate at the Wellesley College Center for Research on Women. His main focus is on children with disabilities in preschool and school-age child care.

SAC Professional Elected NAEYC Vice-President!!!

Congratulations to Kathy Thornburg of the University of Missouri for her election to the NAEYC Board. Kathy has an impressive record for her involvement in and advocacy for quality school-age care.

Kathy joins another SAC advocate to the NAEYC Board: Mickey Seligson, Wellesley SACC Project.

Notes and Quotes from Our Readers

by Dawne Stirling

The kids are the most important people in a school-age program and they are our nation's most valuable resource. These school-age kids are much like we were as children in their basic needs and goals. The outer world however is quite different than ours was. Things are more complex today. Where as we may have enjoyed the "Wizard of Oz", today's kids want "Ninja Turtles." Walks to the corner store are not as safe or simple as they once were. I can remember walking to the corner store after school at age 8, buying penny candy and comic books and climbing a tree, by myself, to enjoy my treasures. Today we don't let kids walk to the store alone, penny candy is no more, comic books are violent and trees are dangerous and scarce. Today, children are not home after school to walk to the store.

Children are away from their home for as much as 12 hours a day. Most adults work 8 hour days. Children also deal with 15-25 bosses during that time period away from home. Consequently, children, after a long day away from the comforts of home and after too many encounters with too many different bosses, enter the school-age program with varying needs. Some kids will be loud, some quiet, others might be hungry, aggressive, tired, or energetic to name but a few of the general characteristics describing school-age children in the hours after school.

In our role as staff, we must believe all children want to cooperate, want to belong, want to contribute usefully and will respond to trust, respect, sincerity, caring and understanding. All children are innately good, though inexperienced. Our role is to act as: a facilitator, a friend, a partner in learning, a guide, a negotiator, a helper, a listener, a resource person and a learning enabler. Our role is not to dictate to the children what we want from them. We acquire more influence with kids when we give up using power to control them. Can you remember a time in your childhood when an adult misunderstood your actions and didn't help you, only punished you? How did this feel?

Since we are choosing to work with school-age kids, we have a responsibility to like them, to accept them and to build an understanding of them. In addition, we need to be healthy adults who accept and understand ourselves. We need to be adults who have attitudes of compassion, "When our words are infused with real feelings of empathy, they speak directly to the child's heart."

Many times will occur when we will get angry working with school-age kids. We all get angry. It is what we do with this anger that is the concern. John Powell, theologian stated, "The point here is that, while my emotions are throbbing with these fears, angers, and self-defensive urges, I am in no condition to have an open-minded, honest and loving discussion with you or anyone else. I will need ... emotional clearance and ventilation ... before I will be ready for this discussion."

When we begin our work with the kids, let's listen to them. Dr. Elton Mayo once said, "One friend, one person who is truly understanding, who takes the trouble to listen to us as we consider our problems, can change our whole outlook on the world." Acknowledge children's inner pain and give them a chance to talk. Listen quietly and attentively. Acknowledge feelings and give them names. Children then will be more able to cope with their feelings and problems and will develop an inner vocabulary to deal with their world.

As I end this letter, I encourage all of us to grow and expand in our understanding of school-age children. Let us grow with them daily in our experiences. We can learn much from these young people. Until next time, consider taking a hot bubble bath, reading a good book and calling your mom.

Dawne Stirling is Education and Training Associate with the Wellesley SACC Project and a SACC Director in Seattle, WA.

photo by Nancy P. Alexander

Who's Paying the Price for Children in the Fast Food Lane?

Adults are increasingly concerned about eating healthy foods; fast food and full-service restaurants have responded by changing their menus to include fresh fruits and vegetables, more broiled foods and less processed items, including whole wheat breads. Even adult TV shows reflect this shift: The popular "LA Law" crowd now munch on apples and grapes as well as bagels (instead of over-weighted donuts) at their weekly meeting.

But what about the health of children? The shift just doesn't seem to include kids. In fact just the opposite. Pre-sweetened cereals marketed to children contain 40%+ sugar, both in weight and volume! Cereal companies spend 12 1/2 times more to advertise pre-sweetened cereals than for unsugared cereals! [In addition, a survey conducted by the Center for Science in the Public Interest (CSPI) revealed the unsugared cereals are placed one shelf higher than the pre-sweetened kinds in grocery stores.] McDonald's spends FORTY million dollars on ads geared toward children. What's in their kid's meals?: French fries, hamburger and soft drink: high in beef fat and sugar; no vegetables or fruit. This means advertisers are heavily investing in promoting unhealthy eating habits in children.

"It's shameful that major companies knowingly market junk foods to children. Just turn on Saturday-morning television and you'll see how the nation's cleverest marketing experts are taking advantage of five-year-old children.", asserts CSPI Director Michael Jacobson. He continues: "The marketers' influence is suggested by one study showing that more junk foods are advertised on children's TV now than ten years ago. A 1989 CSPI survey found that fast-food ads were teens' favorites. More astonishingly, an earlier survey found that many children believe they should drink Coke and eat fast food to stay healthy."

The effects of unheathy eating habits on children's health can be staggering:

- Obesity among young people increased by 54% in the last 20 years. Seven out of 10 obese teenagers will be obese adults, and suffer high risk of diabetes, heart disease, and high blood pressure.
- Many adolescents with high cholesterol levels already have fatty streaks in their arteries. Such streaks may be the first sign of heart disease.

In addition, schools contribute to the ongoing promotion of high sugar, high fat, low nutrients intake with 1) money-making projects that involve the selling of candy, 2) vending machines that sell soft drinks, chips and candy, and 3) fast-food type fare in the cafeteria in response to student demands.

The "Children's Nutrition Campaign", recently created by CSPI, wants to improve the kinds of foods marketed to kids, as well as to provide educational materials for parents, teachers, and children. A letter, signed by 100 scientists (including pediatricians and heart researchers), requesting the elimination of beef fat and the addition of vegetables and fruits in their children's meals, has been sent to McDonalds, Burger King, Wendys and Jack-In-the-Box. So far the only responsive action has been acknowledgement of the letter.

School-age programs can have a major influence on both children's daily eating habits and on children's and parents' awareness of this critical health issue.

Try:

Surveys

1. What kinds of foods do kids see adults and children eating on TV, both on shows and in ads. Make a large chart for one week.
2. Check out local grocery stores to see what kinds of cereals (no sugar and pre-sweetened) are carried, what shelf level (adult or children's height).
3. Find out how much fruit is really in favorite fruit snacks and drinks. How much sugar?

Direct Action

1. Call, visit or write local fast food restaurants to ask if they use beef fat or vegetable oil to make french fries and other fried foods. Do they have fruits or vegetables as part of their children's meals? Ask them to change to vegetable oil for frying and to add fruits and vegetables.

2. Do the same for the regional and national offices of the companies. School-agers will enjoy the adult-like activity of these actions.

3. Have school-agers bring in their favorite recipes from home that do not contain animal fats or sugar. Make and enjoy recipes. Make favorite good-for-you recipe books: Type or write recipes on index cards, make holes along the left edge and tie together with yarn. Give as gifts or sell to parents, friends, teachers, principals, maintenance workers and board members.

4. Order a "Fast Food Eating Guide" Poster from CSPI (see below) to check out the health value of different fast foods. Challenge kids to put together a fast food meal that is below 25 GLOOM points. Can it be done?? Adapt the chart to create a BLOOM points column. Foods with high BLOOM points will help you to feel and look good.

Resources

√ CSPI Resources List *Free*
√ "Fast Food Eating Guide" Poster *$4.95*
√ "Sugar Scoreboard" Poster *$4.95*
Order from:
CSPI - PD 1501 16th ST NW
Washington, DC 20036-1499

Two Day! Third Annual National SACC Alliance Conference

This years' Annual National School-Age Child Care Alliance Conference will be held November 13 - 14, 1990 at the Washington Hilton in Washington, DC. Practitioners, administrators, policy makers, consultants and program planners will share information on successful models, local and state policy initiatives and advocacy efforts. A preview of events and workshops for this two day conference follows.

KeyNote Speaker:

Fran Rodgers, President of Work/Family Directions in MA.

Opening Sessions:

"Quality in SACC: Defining It, Working Toward It", Susan O'Connor, MA.

"Oh, You Mean Latchkey!": Issues of Nomenclature", Linda Sisson, MN.

Beginning Practitioner Track:

"Teaching Moments: Developing Effective Interactions Using Children as Your Guide", Tom Mueller, FL.

"Smoothing Out Transitions - Between Activities", Jan Ockunzzi.

"Indoor Games for SA Children", Alisa Talisman, All Saints DCC Ctr, MD.

"Building a Sense of Community Through Games", Diane Bonanno, NJ.

"Cup Cooking", Barbara J. Johnson.

"Wood Working, It Works!", Sara Couch, SACC Program Manager, MI.

"SACC Projects That Work", Ronny Berger & Helen Udell, NY.

"Arts and Crafts for School-agers", Sudy Opsahl, CO.

Advanced Practitioner Track:

"Taking Time to Manage Your Time", Liz Joye, NC.

"A Research Model for the Development of Educational TV for SA Programs", Adrienne E Lesser & Laura Martin, Children's TV Workshop, NY.

"Our New Challenge: Programming for Young Adolescents", Dr. Sydelle Hatoff-Mason, & Jacqueline Gettes, Archway Programs, NJ.

"Nontraditional Training Strategies for Staff", Nancy Johns, PA.

"If You Want C.O.O.L. Kids, Play for K.E.E.P.S.", James Therrell, CA.

The Hands-on Approach to Environmental Education, Wendy J Zohrer, Amy Williams-McKern, IA.

"Art From Many Lands", Karin Kearney DeSantis, Extended Day Program, MA

"The Cultural Connection", Elizabeth Moreau, Claire Scheer, VA.

Administrative Track

"Changing of the Guard", Diane M Genco, NJ; Carolyn L Stolov, MA.

"Quality SACC Thru Community Education", Vince Vento, Louise Nelson, Bonnie Vento, MO.

"From Storage Space to Classroom Support: Public School Interaction", Donna Willis, AZ.

"4 Steps to Effective, Individualized Staff Training", Sheila Peterson, CO.

"Policies and Procedures for SA Programs", Wes Bratcher, KY.

"Quality Curriculum Programming for K-8 Administrator/Director", Renee Chambers & Kim Phifer, AZ.

"Staffing for Excellence", Deborah JC Shepherd, MI.

"You've Got a Friend: Resources and Collaborations for SACC", Ina Lynn McClain, MO; Christine Todd, IL; Kathy Hermes, MO.

"Good Beginnings: Creating a Place for the Very Young Child in Your SACC Program", Denise Sellers, NJ.

Public Policy Track

"School-age Consortiums: How to Get Organized, Avoid Disasters, and Move Toward Prosperity", Diana Curl & John Gunnarson, CSAC.

"SACC Partnerships: Collaborative Efforts in NJ", Steven Rosen, NJ.

"School of the 21st Century, The Independence/Yale Model", Pat Bronfman, MO.

"Schools & SACC: Can They Do It? Can They Do It Right?" Ruth Fitzpatrick, KY.

"How to Use Resources of Others to Effect Change", Diane Duvall, AK.

"SA Statewide Networking with Limited Resources", Vicki Stoeklin, Peggy Riedhl, Barbara Hutchins, Christine Todd, IL.

"Public Policy Forum": Senators have been invited to discuss child care issues at the Senate Office Building.

Registration Form

National SACC Alliance
Third Annual National Conference
November 13 & 14, 1990
Washington Hilton, Washington, DC

Name ______________________

Organization ______________________

Phone # ______________________

Address ______________________

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☐ $85 NSACCA Conference Registration Fee for Non-Members

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Make checks payable to: SACC Project/SACCA. Mail registration form and fee by October 24, 1990 to: SACC Project/LC, Wellesley College Center for Research on Women, Wellesley, MA 02181. Call 1-800-969-MEET for hotel and transportation information.

*To Become a 1990 member, send check, payable to SACCA., to NSACCA Membership, 111 E North St, Eureka, MO 63025. $15 individual, $75 group (2- 99), $150 charter (over 100).

(See p. 16 for info about the Annual NAEYC 1990 Conference to be held November 15 - 18, 1990, following the SACCA Conference.)

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October 6, 1990
Third Annual LA CSAC Chapter Conference at Peck Park in San Pedro Contact: Jan Zatorski
213-485-4880

October 13, 1990
Annual Tri-County CSAC Chapter Conference for San Bernadino, Orange, and Riverside counties
Contact: Debbie Causse
714-879-2187

February 22 - 23, 1990
CA School-Age Consortium 9th Annual Conference at Cãnada College in Redwood City.
Contact: Linda Presley
415-831-3530

CONNECTICUT

October 13, 1990
Conn. SACC Alliance
Rich Scofield will be the Keynote Speaker at this newly formed Alliance's first conference
Contact: Joan Benson
203-295-9400

GEORGIA

October 20, 1990
SACC Seminar
Contact: Karen Lavender
Georgia Southern University
Landrum Box 8112
Statesboro, GA 30460
912-681-5189

OREGON

September 29, 1990
Oregon SACC Alliance Conference
Linn-Benton Com. College in Albany
Contact: Colleen Dyrud
SACC Project, Dept. of Education
700 Pringle Parkway SE
Salem, OR 97310
503-378-5585

TEXAS

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SACC Conference in San Antonio
Contact: Nancy Baker
Corporate Child Development Fund
4029 Capital of Texas Hwy. S.
Ste 102, Austin TX 78704-7920
512-440-8555

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VOL XI #2

School-Age NOTES

ISSN0278-3126 © 1990 School-Age Notes — A National Resource Organization on School-Age Care — Pioneering the Field Since 1980

Learning To Speak Out, Solve Conflicts Peacefully and Play Cooperatively in SACC: What's It All About??

Save the Earth
OUR Future could depend on YOU
RECYCLE

photo by Nancy P. Alexander

Shelly and Jennifer take seriously their work on posters to save the earth. This type of active participation in expressing beliefs and encouraging others to pitch in lays the groundwork for later political involvement in the democratic process as adults.

Inside

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EDITORIAL

Can We Continue To Promote Peace When War Has Center Stage??

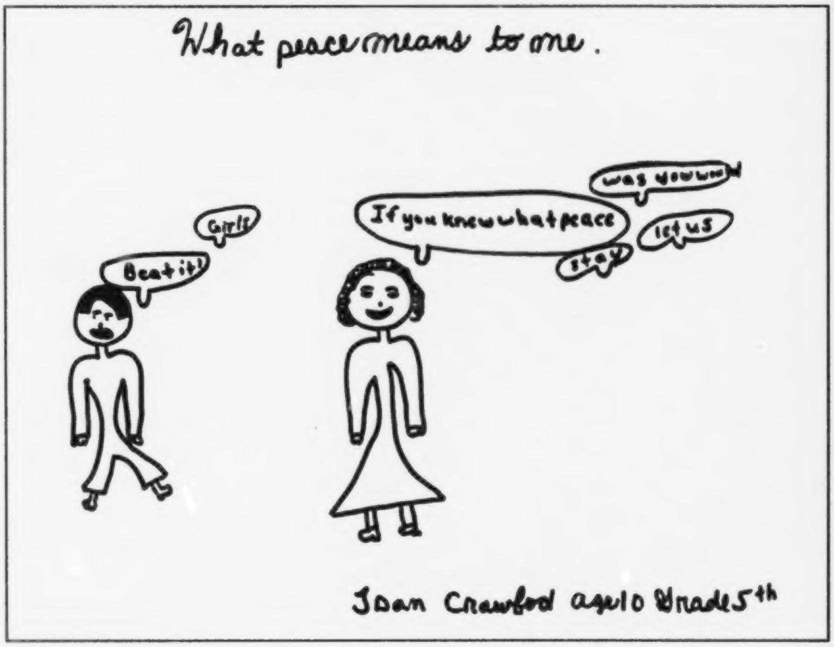
School-age programs are rampant with conflicts, many of which escalate to the point of violence. Veteran child care workers, have taught school-agers the ways and means for keeping peace and settling conflicts without physical harm. We have also been concerned about and worked toward helping children cope with their fears of nuclear world destruction.

What's happening now? What are we telling school-agers about our role in the Mid-East? When they see the tanks rolling by and the armed forces in camouflage uniforms and the parents leaving their small children to "protect" the United States, what do they think about peace-keeping? How do we talk to them about peace now? What are their fears now? These are difficult questions to answer.

We struggle to make some sense. But the questions continue: What are we doing in the Mid-East? If we want peace, why do we have guns and bombs? How do we solve differences with someone who is unreasonable? What do you do when someone picks on someone much smaller and weaker? Is it okay to use force on someone who has something you want and they won't give it to you? Is violence ever okay? How do the men and women, who have gone to Saudia Arabia, feel? What about their families? What is patriotism? Can you still be a patriot if you disagree with your county's decisions? Why? Why not? Where is Saudia Arabia and Iraq? What are the countries and people like? Do we know anyone from those countries? How do they feel about the situation?

We don't have to have the answers and we don't have to agree with each others' ideas. It is vitally important that we take these questions and look at them together. School-agers need adults to struggle alongside them with difficult dilemmas, to encourage them to express their fears, doubts, confusion, and even their thrill over seeing tanks and guns. They need us to hear what they have to say, accept both their ideas and feelings; they need also to hear our doubts, anxieties and our opinions.

As this country continues to see war as a real possibility, we are challenged to continue to envision and talk peace. If we are to live with each other non-violently and cooperatively, then we have to continue to act and talk as if peace really can happen here and there.



Peaceful Resources

Brethren Press, Dept Nt
1451 Dundee Avenue
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800 -323 - 8039

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Pumping Up Participatory Politics

According to Dr. Bill Michaelis,[1] many older school-agers, in addition to having cooperative games and challenges integrated into their programs, need us to find better ways to meet them "where they are at" and to nudge them back toward more of a playful process orientation. Many of them have learned the lessons of negative competition all too well. Many have never been exposed to playful cooperative alternatives. Michaelis recommends games like"All Aboard" to assist with this transition.

All Aboard [1]

Make, find or borrow a sturdy 4' X 4' platform, raised approximately 12" off the ground, or a carpet square the same size will also work. The object is to get as many kids to work together to safely stand on the platform so no one's feet touches the ground. How many older school-agers can stand on a 4 X 4 square?? This activity is a challenge. Since 8-12 year-olds like challenge, this game pays attention to a developmental quality of this age group.

Not Playing By the Rules [2]

Simulation games are designed to act out a real life situation through play. For example, to dramatize why laws and voting are important, try to play a favorite game without any rules. Players will soon form their own laws to make their games run smoothly and fairly. When rules don't work, for example, when too many rules make the game boring, children have to work together to change the rules to the group's satisfaction.

Crowded Tag [2]

Divide into pairs of two children of equal running ability. In a large playground area or gym, create a physical border with cones within which the game is played. Each pair takes turns tagging each other, without touching any other player but the partner.

Gradually move the cones to make the perimeters of the game smaller. To avoid contact with other players, children soon realize they need to run slower and more carefully.

They may even have to use conversations to pass by each other, so as not to intrude on others' rights or spaces.

When the cones make the circle too small, no movement at all is possible!

In post-game discussion, ask children to talk about the difficulties of a crowded environment, and to suggest ways to maneuver and share safely and peacefully. This simulation game dramatizes the need to share with others and to respect each other's space.

Sardines [3]

Played somewhat like hide-and-seek, only backwards, one person is chosen to start by hiding. The rest of the group hides their eyes and counts to 20, out loud together. At the end of twenty, everyone begins to look for the one who is hiding. When they find the person, they quietly join that person and hide in the same place. It becomes easier for the less successful finders as the game progresses and many are attempting to squeeze into the same space. The last person is cheered when s/he finds the group.

Non-Elimination Snatch The Flag [3]

All players put a strip of cloth (old sock, torn-up sheet) in the back of their waistbands. The objective is to try to snatch as many flags as possible while trying to keep your own. If players lose their flag, they can stay in the game and continue to catch flags. Try this and see what happens.

Comments: This game creates a special "interactive challenge" where all players grow from each other's involvement. Players who have lost their flags are not eliminated but remain in the game with only one intent - to get a flag. This increases the challenge for the highly skilled; it encourages those who have lost their flag to focus intensely upon those who still have their flag and the successful techniques used by those who are able to keep their flag. To Torbert and her co-workers' delight, they found that a great deal of learning occurs during this highly motivating process. Out of this type of "interactive challenge", where players' differences (in this case, of skill) actually facilitate each other's growth, a special group cohesiveness and bonding occurs.

If the games gets too rough before sufficient skill has developed, prevent injuries by simply stopping the game before the last flags are snatched. Give recognition to players on all the different ways people have won.

*1. See page 10 for **Glasnost Games? The Case for Cooperative Play** by Bill Michaelis and page 6 for a complete list of cooperative play resources, including Silver Bullets from which "All Aboard" is taken.*
2. by Nancy Mahar. See pages 8 & 9 for more curriculum ideas related to democracy, diplomacy and politics.
*3. from **The Leonard Gordon Institute for Human Development Through Play**, (3306 Midvale Ave, Philadelphia, PA 19129, 215-787-6287). Contact Marianne Torbert for more information about the Institute and their resources. Sardines was shared with the Institute by way of Karen and Ed Borkowski.*

Making It Through The Holidays

Avoid foods with concentrated sugars. At holiday times, we tend to overload our systems with concentrated sugars: candy bars, candy canes, pies, cookies, punch, cake. Concentrated sugar can contribute to irritability, "low" or "blue" feelings, low energy, and in some children, increased and erratic behaviors.

Be creative: think of ways to celebrate the holidays without sugar. See **Super Snacks**, **Once Upon A Recipe** and **Eat, Think, and Be Healthy** (p. 15) for ideas.

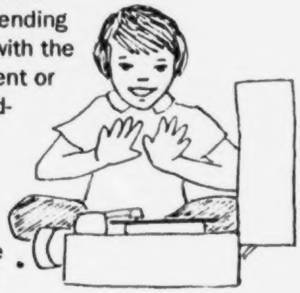
Learn relaxation techniques: counting to ten; taking ten deep, cleansing breaths; imaging your body as a rag doll and letting your whole body become floppy and loose. Contact local YWCA/YMCA or mental health center for relaxation classes.

Resource: "The Relaxation Response" by Herbert Benson.

Plan a pamper day just for yourself. Spend a whole day pampering yourself: Take a long luxurious bath; take yourself out to lunch, spend the afternoon curled up with a great mystery or take a nap.

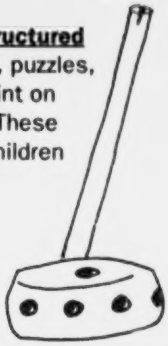
Continue routines: Snacks at 3:30 pm, clean up at 5:30 pm. This provides a sense of security and a sense of calmness to the program. Don't abandon routines because of extra holiday activities. You may not be able to fit in as many holiday activities as you'd like, but the containment of holiday fever will help the children and staff alike to more fully enjoy what experiences you do have.

Be aware of and anticipate changes in children's moods and behaviors due to spending holidays with the other parent or with grandparents. Build in ways for children to release tensions: Make playdough - It's great for you as well as kids... Play classical music in the background... Take a strenuous hike.



Prepare children for holiday visits: Share stories of your own childhood holiday visits to a parent or grandparents; Create a story of a school-age child who visits "dad" in another state. Let children add to the story; Have children talk about upcoming trips - Where are they going? Who are they visiting? What will be fun? What won't be fun?

Provide more structured materials: legos, puzzles, blocks needlepoint on plastic sheets. These materials help children stay in control.



Increase opportunities for vigorous physical play for yourself and school-agers.

Stop and enjoy the specialness and excitement of the holidays.

Adapted from SAN Nov/Dec 1984.

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Peace Table

by Dolores J. Kirk

The Peace Table, a method of conflict resolution with children, is one of many ways to take peace-making from the abstract to the concrete. Problem-solving, compromising, and thinking through alternatives are learned skills. As adults, we must find a way to give them the opportunity to experience the process, be responsible for their actions, and to be part of the solution.

WHY: Children need to learn problem-solving and alternatives to fighting in their lives, from the earliest age possible. Authoritarian methods keep all power, decisions, and enforcement in the hands of adults.

GOAL: To have children view the Peace Table as an opportunity for them to be heard and understood. If this method is used for punishment it cannot work. The most difficult aspect of the Peace Table process is relinquishing adult power. The Peace Table can become the most freeing experience that can happen to an adult leader.

THE ONLY RULES:

1) You must touch the table to talk, teachers, too! (Children love it when teachers must touch the table.) This gives control to the process.

2) No one can come to the table and say what has already been said.

HOW:

- Any table or designated spot, e.g., rock, leaf, handkerchief, can be a Peace Table;
- Any place and any time;
- Adult leader acts as the negotiator/ moderator;
- Children involved in the conflict come to the Peace Table and tell what happened from their point of view; Anyone in the class can add to the presenting of the problem;
- After the problem has been stated from all points of view, all the children are asked to give alternatives on how the problem could have been solved;
- At this time, the Adult/ Negotiator needs to accept only real solutions or alternatives, e.g., child says, "They should be nice to each other." Adult/ Negotiator, "How could they do that?"
- Adult/Negotiator restates the alternatives, but never declares which option they should take, or what to do; Adult/Negotiator never asks them to say they are sorry, or force adult solutions on them;
- Adult/Negotiator asks the kids to applaud themselves for being Peace Makers, and gives special Peace Maker stickers or badges to the offended.

TIME: Approximately ten minutes. Children have no problem listening or staying involved because they learn, after their first Peace Table, that full class participation is always allowed.

Some staff may object to stopping activities and calling the children together for a Peace Table because of schedules and time. To make peace a part of children's lives, you must be committed to the concept, and be willing to invest what is necessary for success.

NOTE: I have used the Peace Table and other methods of teaching peace in my classroom for five years. After the first of the school year, children call for Peace Table themselves.

Adapted from ***Discover the Word, empowering children to value themselves, others and the earth*** *by Susan Hopkins and Jeff Winters. $14.95 + 1.75 S & H To order: New Society Publishers, POB 582, Santa Cruz, CA 95061, 1-800-333-9093. Used with permission.*

MY RESPONSIBILITIES

I have the responsibility to treat others with compassion. This means I will not laugh at others, tease others or try to hurt the feeling of others.

I have the responsibility to respect others as individuals and not to treat others unfairly because they are: black or white; fat or thin; tall or short; boy or girl; adult or child.

I have the responsibility to make this program safe by not: hitting anyone; kicking anyone; pushing anyone; punching anyone; threatening anyone; hurting anyone.

MY RIGHTS

I have a right to be happy and to be treated with compassion in this program. This means no one will laugh at me or hurt my feelings.

I have the right to be myself in this program. This means that no one will treat my unfairly because I am: black or white; fat or thin; tall or short; boy or girl; adult or child.

I have the right to be safe in this program. This means that no one will: hit me; kick me; push me; punch me; threaten me; hurt me.

Author Anonymous

PLAY LEADERSHIP

"Headed for the Woods?"

by Jim Therrell, MSP

With all the signs pointing to greater awareness and respect for the environment, play leaders with great numbers of kids in tow, may be headed for the woods. What to do when we get there besides hike? What are the guidelines for planning and playing games in the wilderness?

GUIDELINES: Keep in mind three basic rules of thumb for having fun in nature while "blending" with the environment:

(1) Sound carries extraordinarily well in nature, so refrain from bringing a radio, and adapt activities so that they can be played without shrieking or undo loudness. Laughter is a wonderful sound, but just balance it with the rights of other people to a fair measure of peace and quiet;

(2) Appeal to all the kids by planning a variety of activities, from fun & frolicking to serious & thinking. Utilize the boundless natural environment around you!;

(3) Leave the area cleaner than when you arrived. Make the last game a clean-up activity, such as the "Refuse Race." Ask each child to pick up at least 3-6 pieces of trash, regardless of size. The first child to do so first gets first turn at the drinking fountain, first snack, or some other reward.

GAMES. One time-tested favorite is "Feel It, See It." Divide into partners. One player can see and leads the other, non-sighted child (use a bandanna or the child's own forearm over his/her eyes). The leader takes the partner to one of 3-5 designated trees, has them feel one tree, return to their starting point, then remove the bandanna or forearm. Now the partner goes back and tries to see which tree s/he had been feeling. The two then switch roles and go through the game again.

Adjust the challenge level downward for the skill level of the children by reducing the number of trees from which to choose. Or up the challenge level by asking the feeler to identify the specific part of the tree which they felt. All those different knots, textures and grooves could make this game into the "Sherlock Holmes Hunt of the Woods!"

A great source for additional activities, equipment, and environmental awareness is the mini-book, "GAMES (and More!) for BACKPACKERS," by June Fleming (ISBN 0-918480-11-6, $4.50). It's chock-full of all sorts of games and nature ethics to make time in the remote wilderness or county park a time of fun and meaningful learning.

So don't hesitate to get out to those woods, breathe the abundance of fresh air, play with nature as you appreciate it, and re-awaken the vital connection of humans with their environment! Just in case you need to establish this connection from the outset, the First Question might be: "Just what are all these trees and plants doing here?!" Possible Answer: "They make our lungs work!"

NOTE: Please send your questions to: Mr. Play, c/o Professional Play Leaders Association, P.O. Box 1891, Pacifica, CA 94044, 415/359-7331. Therrell is a regular SAN columnist, national seminar and keynote presenter, provides Certification of Professional Play Leaders, and is the author of "HOW TO PLAY WITH KIDS" (includes C.O.O.L. KIDS, PLAYING FOR K.E.E.P.S., and HOTGAMES"). See page 15 for order information.

Cooperative Play Resources

All About Play and Fair Play Codes for Children in Sports Canadian Council on Children & Youth, 12 Chapel, Ottawa, Canada, K1N 77,2 (Ask for Publication list)

Animal Town Game Company, POB 2002 Santa Barbara, CA 93120

Child's Play Under Seige
B. Michaelis, SAN Sept/Oct '88

Children's Creative Response to Conflict, POB 8219, Santa Cruz, CA 95061, 408-426-3381

Cooperative Learning - Cooperative Lives: A sourcebook of learning activities for building a peaceful world
N Schniedewind & E Davidson Circle Books, 30 Walnut St, Somerville, MA 02143

Cooperative Learning - The Magazine for Cooperation in Education - International Association for the Study of Cooperation in Education, Box 1582, Santa Cruz, CA 95060, 408-429-6550

The Cooperative Sports & Game Book *and* **The Second Cooperative Sports & Game Book**, Terry Orlick, Pantheon Books, NY

Cowtails and Cobras *and* **Silver Bullets** (Best book of initiative/problem-solving/team-building and cooperative games for older kids) Project Adventure, 775 Bay Road, Hamilton, MA 01936, 617-468-1766. Ask for their publication list

How To Change the Games Children Play,
D Morris, Burgess Publishing

How to Play with Kids
J Therrell, See p. 15 to order

How to Succeed Without Even Vying,
K Alfie, Psychology Today, September 1986

Learning through Non-Competitive Activities and Play by Bill Michaelis. See page 15 to order.

The New Games Book and More New Games
(A better book) Dolphin/Doubleday
Garden City, NY

No Contest: The Case Against Competition,
A Kahn, Houghton Mifflin

Winning Through Cooperation T Orlick, Acropolis Book Ltd, Washington, DC

This comprehensive list of cooperative play resources and the related article on page 10 are the work of Bill Michaelis, PHD . Bill is a professor at San Francisco State University and director of Children Together (a play event and leadership training organization.) Over the past 15 years Bill has presented over 300 workshops around the world (on child development and leadership topics). Contact "Children Together" at 338 Reichling Ave, Pacifica, CA 94044, 415-338-7576 or 359-0836.

"Let's Do It"

Barbara Lewis is one adult who believes small children can learn much from helping solve many of our big problems. Consider toxic waste.

After taking a course on groundwater and how hazardous waste could contaminate it, the fifth and sixth grade students in Lewis' academically-talented classes at Jackson Elementary in Salt Lake City, Utah, started looking around and discovered - just three blocks from their school - a stockpile of nearly 50,000 corroding barrels.

For more than 40 years, the mountain of barrels, often climbed by school children, had sat leaking residues of harmful chemicals (solvents, pesticides, coal tars and more) into the groundwater. But no one knew or cared until the children decided to do something about it. In the process, claims Lewis, they helped make her an environmentalist.

"The wonderful thing about children is that they do not know the reasons why something won't work; they're not overloaded with too much information. They see something that needs to be done and say, 'Let's do it.'"

Using the skills Lewis taught them, the children approached the barrel problem by first calling the health department. They were, says Lewis, "shooed away like pesky flies," but they persisted ... conducting a door-to-door survey of their industrial neighborhood, locating wells from which health officials could take water samples and, in the process, informing residents about the dangers of hazardous waste.

Because most of the wells had been cemented over, few residents were interested, but the students attracted the local media whose reporters were impressed with their enthusiasm.

The children dug in. They foraged through magazines ("no dusty textbooks," says Lewis, who believes in creative research) for articles on hazardous waste and listened to classroom lectures by an environmental consultant, health officials and the city's hazardous-waste-cleanup team. They called the Environmental Protection Agency and contacted the owner of the land on which the barrel yard was located. Then they visited Mayor Palmer DePaulis, a former teacher, who promised to work toward cleaning up the site within 18 months.

"They see something that needs to be done and say, 'Let's do it.'"

But the children's efforts did not stop with the barrel removal. They then raised more than $2000 to help the state health department in other cleanup projects, only to be told the money could not be legally contributed to, and monitored by, the state. Undaunted, they became legislators, writing House Bill 199 to establish a state contributory Superfund that would help clean up abandoned toxic-waste sites. Wearing their best clothes, they lobbied in the Senate, handing out fliers with red crayon borders. The bill passed without a single dissenting vote.

Now the children are raising money for trees. As they tell potential contributors: "Trees breathe in carbon dioxide and breathe out oxygen. Over its 50-year life span, one tree can save us $62,000 of pollution control."

Says Lewis, whose book *A Kids' Guide to Social Action* (Free Spirit Publications, Minneapolis) will be published early next year: "When children learn how to make changes peacefully, they learn respect for democratic process. If anything goes wrong, they say, 'I can change that.'"

That's a lesson for us all.

This is the twenty-third of an Amway-sponsored series of Americans who are quietly "making a difference." Reprinted - Permission Amway Corporation, 1990.

Down to Earth Action

- **Plan a visit to a local recycling center. Find out why recycling is important, and ways to help with recycling at the program. Perhaps a paper drive is feasible, or a group campaign.**
- **Discover what happens to the recycled materials. What products are available that are made from recycled materials? Does your program, school, home, grocery store use recycled products? Why? Why not? In what ways can you recycle by re-using materials?**
- **The Kids' Earth Works Group will answer questions, listen to new ideas, and accept pictures or original stories about saving the earth. Write to:**
  The Kids' Earth Works Group
  1400 Shattuck Ave., #25
  Berkeley, CA 94709
- ***The Natural Resources Defense Council* is forming a kids' environmental organization nationwide. Their address:**
  40 W. 20th St.
  New York, NY 10011

by Nancy Maher. See pages 8 & 9 for more curriculum ideas related to democracy, diplomacy and politics.

CURRICULUM CORNER

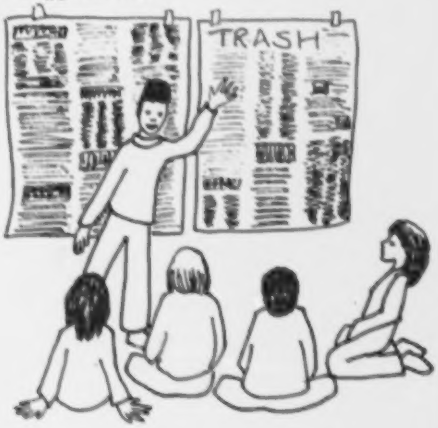
Democracy, Diplomacy ... And Politics School-Age Style

School Age Council

"We, the People ... "
With input from all the children, under the leadership of an elected committee of the program's "elder" students, develop a creed or code, which all children sign, stating the purpose or goals of the program.

Plan a weekly meeting to raise topics of concern and to discuss thoughts, issues, ideas, plans, successes and improvements.

On large paper, outline the "minutes" of the meeting, and assign duties to the children to follow through on their decisions and suggestions.



What's Your No. 1 Rule?

Children work together to list the laws (ten maximum) or rules they think are most important for the governance of the program. Then they plan ways in which the laws can be carried out. Rule Number One might be, "One person talks at a time, and, when he or she is talking, others listen." A second rule might be, "Speak for yourself and let others speak for themselves; express your own thoughts, views, and opinions."

Paper Ears

To insure that each child's input is respected and encouraged, record responses to activities. The Children's World Learning Centers suggest this form that is used in their Adventure Clubs.

For individual children

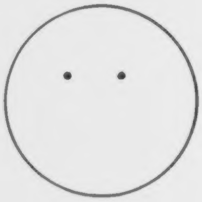
Name: ____________________

Activity: ____________________

Like

O.K.

Not Like



To record group response

Activity: ____________________

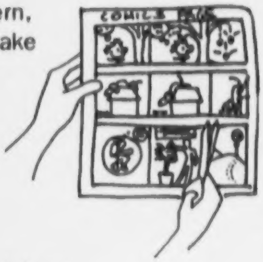
	☺ Like	😐 O.K.	☹ Not Like
1.			
2.			
3.			
4.			
5.			
6.			
7.			

Message Board

To express concerns as well as appreciation, plan periodic communications with the personnel of the buildings in which your school-age program is housed. Elect a representative, or a committee of representatives, from the program to meet with the Board of Directors, or the Principal, to: tell about the children and activities; air the children's questions or concerns; relay messages from the Board or Principal to the children.

Speaking Out

Organize a News Club with a studio, clipboards, reporters, editors and kid-made microphones, cameras and camera operators. After clipping articles about a topic of concern, children can take turns broadcasting, writing, editorializing or drawing political cartoons about their opinions.

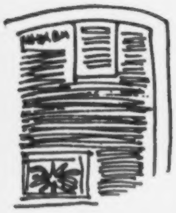


Voices from Afar

If any children or parents, are from other countries, reporters can interview them about what their countries are like and about their opinions of issues in their countries.

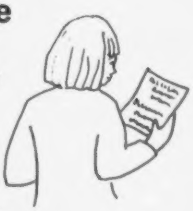
Democracy, Diplomacy ... And Politics School-Age Style

What's On Your Mind?



If there are conflicting opinions about elements of the program, for example, whether or not children should have homework time, or extra innings in a kickball game, reporters can take a survey and publish results in a graph.

Cast Your Vote



Because differences of opinion are the reasons for voting, use the voting process the next time a conflict arises in the program.

Reel News Shapes SACC

Make a tape recording of the news in your program and send it to a neighboring SACC program, or to another program, such as Boy Scouts or Girl Scouts, that shares space with you after school.

Tell It To the World

*Write a group Letter to the Editor, of a local newspaper, expressing a concern, for example, about ecology, drugs and alcohol, unsafe streets, or peace.

*Write a letter to textbook publishers, asking them to print texts on recycled paper.

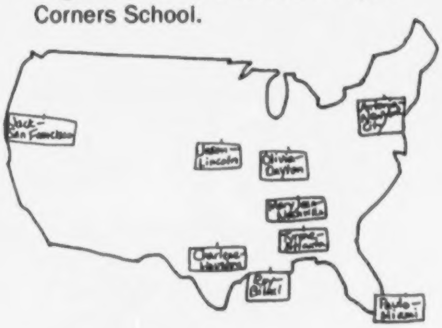
Post Card Connection

To campaign against drugs and alcohol, children from Myers Corners School in Wappingers Falls, New York, wrote over 800 postcards to children across the United States, asking what was being done in each area to fight drugs and alcohol.

Using a zip code directory, provided by the post office, children addressed cards to
"A School Aged Child
City, State Zip."

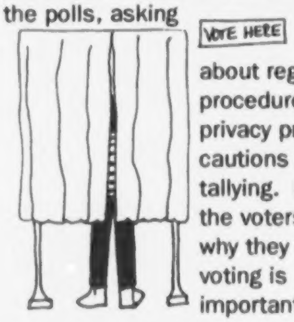
Post cards were delivered to elementary schools in those zip codes.

As children respond from around the country, their cards are posted on a large map in the entrance of Myers Corners School.



Poll Voting

Discuss the issues and candidates, then arrange to visit the polls nearest your program, to see how a voting machine works. During an off peak time, interview the workers at the polls, asking about registration procedures, privacy precautions and tallying. Interview the voters about why they think voting is important.



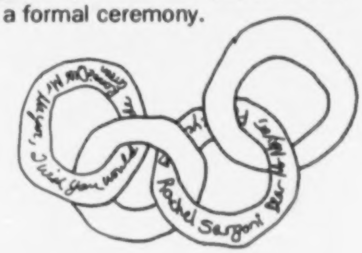
Poster Politics

For Fire Prevention, Peace, Ecology, Health, or the campaign of your choice, sponsor a poster contest. Winning posters are displayed in local banks and community buildings. Displayers send a letter to the winner's family, congratulating the winning artist, announcing the dates of the display, and inviting the artist and family to visit.

PREVENTION
FIRE

Paper Chain Advocacy

Form a paper chain petition, with the name and address of each advocate on a separate link. If the petition represents a town, city, district or state-wide concern, several SACC programs can join the chain and together present their paper petition at a formal ceremony.


Dear Mr. Mayor, I wish you would
Rachel Sargent

by Nancy Mahar. See page 3 for more curriculum ideas.

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TRAINING TIPS

Glasnost Games? The Case For Cooperative Play

by Dr. Bill Michaelis

"I wish they would cooperate!!" How often has this cry been heard around school-age programs? Yet what are we doing about it? What changes are we making to alter the atmosphere to promote more cooperation, teamwork, and communication?

As new bridges are being built between East and West, and global solutions are being sought for ecological problems, what can we do to contribute to a kinder, gentler world; or at least stop Suzie from pulling Mohammed's hair ?

We can do a lot and cooperative play is part of the solution. As Terry Orlick* would say, the concept behind cooperative play is simple ... People play *with* one another rather than against one another; they play to overcome challenges, not to overcome people. The focus of cooperative games and play activities is on the growth of the players that comes from the process of enjoyment, rather than from being #1 or having the highest score in Thursday's kickball game.

Let's explore some premises related to cooperative play.

☭ Look for opportunities to promote cooperation and to integrate cooperative games within traditional competitive offerings. Cooperative Play does not mean eliminating competition from your program. What it means is examining the place of competition in your program, seeing where it is developmentally appropriate and keeping it healthy (i.e., paying attention to the process).

☭ Teach and reinforce cooperation as a skill. We don't teach kids to read by throwing a book at them. We teach them letters, letter-sound correspondences, ... The development of cooperation is the same way. It's a process that can be promoted in games, art activities, snack time, clean-up, ... Kids will learn competitive and "pecking order" behavior very early. Provide an alternative and a counterbalance.

☭ Be aware that Cooperative Play alternatives range from simple to complex. They can be for two people and require no equipment or be large group variations of traditional sports. In "Cooperative Rock,Paper, & Scissors" two children have to match symbols rather than beat the other person. In the sports game of "Rotation Volleyball", players rotate onto the other team after reaching the front left position and the first side to score 15 wins. These alternatives do not replace traditional games but change the dynamic of US vs. THEM and promote sharing and playful process-oriented efforts.

☭ Include all ages in Cooperative Play. In the young school-age years, avoid traditional competitive activities. Kids need basic movement coordination, and social skills before being asked to see whether they are faster than their peers in a speed dribbling relay.
With older school-agers, try parachute games, adventure-risk activities (like those described in "Silver Bullets"*), sports alternatives (rotation volleyball), problem-solving initiative tasks, creative movement challenges, and theater games.

☭ Dissolve old myths. Many parents are concerned that downplaying competition and promoting cooperation will not prepare children for the real "dog eat dog" world. They worry that "this cooperative stuff will turn my kid into a wimp". Alfie Kohn's book No Contest clearly documents that learning studies demonstrate that cooperative learning is superior to competitive modes.

What are some potential benefits of cooperative play activities?

A Sense of Community: Transforming the environment and atmosphere to a more caring, communicative place. When we're working/playing together we're looking out for each other and barriers are often removed. Community is created.

A Sense of Self-Esteem: One of the most important factors in learning is believing that you can. Cooperative Play helps create a "safe" win-win nurturing atmosphere where you can reach and stretch, and learn and HAVE FUN.

Peace and Multicultural Understanding: In the San Diego schools, cooperative play was used as a tool for integrating diverse groups. Cooperative interaction and healthy competition minimize aggressive behavior and provide a much needed alternative for individual and global well-being.

A Sense of Playfulness, Adaptation, Balance and Creativity: Essential components for survival in an ever changing world. It is important to keep alive the child in all of us and to develop healthy coping mechanisms for an often stressful existence. Cooperative play processes help reaffirm this.

A Sense of Trust, Challenge, Problem Solving, Teamwork, and Initiative: How can we learn to be more open and vulnerable, and to appropriately support each other? How can we develop more of a sense of personal and collective challenge to tackle and overcome problems. Cooperative play provides one metaphor that may have some transferability to other aspects of our lives.

Cooperative Play may not be the answer to a better world but it is a lot of fun and it is transformative. All you need to get started is that spirit of openness, adaptation, playfulness, and cooperation ... and a willingness to try.

**See resources and follow-up information on page 6.*

© 1990

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School-Age Care: A Hot Topic As Extension Moves Into 21st Century

by Dale B. Fink

If you're like me, you may associate the 4-H and its parent organization, County Extension, with local and state fairs where farm kids shepherd their reddest tomatoes and fattest hogs in hopes of impressing the judges and being named "Best of Show." Indeed, the historic roots of Extension do lie within the field of agriculture. But if you think Extension is confined to rural areas and agricultural endeavors, then you're about 80% wrong — because 80% of what they do is now in urban areas. They don't just help raise hogs; they're helping to raise the quality of school-age child care across America. They're bringing activities such as dance and martial arts, bicycle safety and repair, multicultural awareness, wildflower-collection and environmental education to school-age kids during their out-of-school hours.

Extension professionals from 16 different states participated in a national conference in St. Louis from May, 1990 on "Extension and School-Age Child Care," to consider the many different models of Extension involvement that currently exist and the ways they can increase their involvement nationally.

A little background: What is Extension?

Extension is a partnership between all three levels of government: the U.S. Department of Agriculture, the state land grant universities, and County Extension. Because of this three-tiered collaboration, it is referred to as Cooperative Extension. Within each state, there are three focus areas: agriculture, home economics, and youth development. The term 4-H (and the cloverleaf that goes with it) is applied to selected program within home economics and youth development. Funding, decision-making structures and priorities vary from state to state, but every county in the nation has an Extension affiliate.

The mandate of Extension since its beginning has been to "extend" the most up-to-date research and teachings available within the universities for application by people at the grass roots level. Where once that meant bringing soil conservation techniques to remote rural areas, today it includes bringing videotapes on discipline and curriculum development to school-age child care providers. (Chris Todd, Extension Specialist from Urbana, Illinois, has been developing a series of videotapes which were available at the conference.)

Many models showcased

The types of Extension involvement in school-age child care showcased in St. Louis covered the gamut from assistance with community needs assessment and community organizing to models of staff training to the implementation of 4-H clubs within SAC programs to the actual management of programs by Extension. They have also developed and evaluated materials on self-care for school-age children.

One of the most elaborate models showcased was called the "system manager" concept, an offshoot of 4-H CARES, in North Carolina. In this model, implemented in six counties so far, the Extension "managers" act as liaison among all the school-age child care providers and youth-serving programs. If need be, they'll help get a 4-H club started as an adjunct to enrich an existing school-age child care program, or provide some hands-on staff training. They might help an agency start a new program where it is needed, or start one themselves under Extension management. They might link up the Boy Scouts, the Girl Scouts, and other groups to children in SAC programs. "This requires some new thinking," explained Eddie Locklear, Extension specialist at N.C. State University, "some of my people say 'hey, what are you talking about — the Boy Scouts are my biggest competition!'" He described the concept as a way of looking holistically at the available needs and resources.

The National Advisory group which convened this conference is interested in facilitating continued expansion of Extension in the field of SAC. Extension can be located in telephone directories either in the state listings (under the land grant university) or in county listings (under Extension). Or write to the National Advisory group c/o Ina Lynn McClain, 212 Whitten Hall, Columbia, MO 65211.

Dale B. Fink is a Research Associate at the Wellesley College Center for Research on Women. He promises to have a new addition to his SACC Beatlemania song parody series ready for release at the time of SACCA/NAEYC in Washington, D.C. this November.

Get Ready for 1991 NAEYC Conference in Denver

Proposals for presenting at the 1991 NAEYC Conference will be due the end of January. The conference will take place in Denver, CO from November 7 - 10, 1991. Check the November issue fo Young Children or call 800 - 424 - 2464 for more details.

PROGRAM PLANS

Discovering Democracy with "Real Work, Real Tools"

by Nancy Mahar

This has been an era of democracy in the making. After years of imposed rule, Eastern Europe has gained its independence. Now, almost overnight, its citizens must learn how to express opinions without fear of punishment, how to respect varying viewpoints without obligation of accepting them as doctrine, and how to personally decide individual political, ethical, financial and philosophical codes.

These tasks are as monumental as the Berlin Wall, to people who have not been taught to think, function or share democratically! Eastern Europe is a dramatic and stark reminder to us of the importance of our responsibility to model, teach and practice democratic freedoms which sometimes are so easy for us to take for granted - freedoms of choice, speech, press, assembly, religion and ownership.

In an effort to learn and practice democracy, children and staff of the Carole Robertson Center for Learning made history of their own, when children registered, campaigned and voted to take over the center for one hour, one autumn afternoon.

Executive Take-Over, SACC Style

Sparked by the children's interest in Chicago's elections a few years ago, the staff of the center offered their jobs to the twenty lucky children who won each position through the process of elections. One month before Election Day, children interviewed staff to learn about the various offices of the Executive Director, Assistant Director, Secretary, Parent Coordinator (Receptionist), Program Coordinator and Teachers.

Then the campaigns for each office began. Several children ran for each position, campaigning with hand-made buttons, slogans, posters and banners and promises which included: "Vote for me and you can eat all the junk food you want!" If I'm Head Teacher, we'll have birthday parties every day!" "Vote for me and all your friends can play at the center as visitors." Vote for me and you can use the telephone!"

To win the hearts and minds of voters, candidates distributed individually created flyers, with pieces of candy and gum attached.

For one hour every Friday, during Assembly in the gym, candidates gave speeches and debates to the center's electorate, announcing their reasons ands qualifications for running for each office. Voters asked the candidates questions.

All children who wanted to vote were required to register. Upon registration, each child received a registration card, containing name, address, phone and group, and a badge, with a red, white and blue ribbon attached, saying, "I'm a Registered Voter!" Children reminded each other to vote, making sure to relay messages to part-timers and those who were absent.

Three large refrigerator boxes were converted into voting booths when the children mounted flags, attached curtains that opened and closed, and painted the sides red, white and blue.

On **Election Day**, children presented their registration card and then placed ballots in appropriate boxes in the booths. They waited in long lines for their chance to vote. Staff tried to add extra ballot boxes, but the children refused to relinquish their chance to vote in a booth, even though the opportunity demanded patience, persistence and perseverance in the long voting lines. After the votes were cast, ballots were then ceremoniously counted and winners announced.

Kids Take Over

On the day of the designated take-over, staff assumed the roles of the elected children; they talked and acted as much like their clones as possible. Teachers came into the center running in the halls, chewing gum, bouncing basketballs and munching on junk food; the school-agers, now in adult roles, had to control the staff's behavior.

"It was chaotic," recalled Gail Nelson, who is now the Executive Director of the center. "The teachers were the kids, and the kids were the teachers! We gave the kids the headaches they'd been giving us all year long!"

For the entire hour, children in charge answered the phones, passed out snacks and dealt with parents, visitors and deliveries.

A husband of one of the staff called saying he was the President of the United States: "I hear you're the new Executive Director. I have some problems I'd like your help. Mind if I come over and visit?"

At the same time, the elected "teachers" and "administrators" needed to talk to the "director" about their problems. Finally the "director" shouted, "Get out! Go away! I'm talking to the PRESIDENT OF THE UNITED STATES! He's coming HERE!

Election Results

"The SACC Elections spurred intense interest and excitement in the voting process." said Vivian Miller, Associate Director. "Children followed the news, talked current events, and made sure their parents were registered to vote."

Perhaps, in a SACC program in Eastern Europe, a similar story will unfold, as children and staff are challenged to explore - and enjoy - the depths and dimensions of Democracy.

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National Child Care Staffing Study and Wellesley's "SACC in America" Study Reveal Low Wages, High Turnover

by Dale Fink

Perhaps Mary Poppins — a terrific after-school caregiver — said it best a long time ago: "Just a raise in the wages helps the turnover go down, staff turnover go down, staff turnover go down ... with improved pay and benefits, the teachers stay around; it's so much better for the kids!"

Now a research study of preschool child care in five major cities has confirmed the hypothesis that higher wages are the factor most frequently associated with high quality child care — because teachers earning better wages and benefits stay on the job longer, thus creating the stability which is necessary to create a consistent, nurturing environment for children. A national survey of school-age providers conducted by Wellesley's School-Age Child Care Project confirms that wage patterns and turnover in school-age care are only marginally better.

The results of the National Child Care Staffing Study were released in the fall of 1989 by the Child Care Employee Project (CCEP) of Oakland, California. Its work consisted of site observations, child assessments, caregiver interviews and the taking of comprehensive data from a representative sample of 227 child care programs in five metropolitan areas. It found the average hourly wage in 1988 was $5.70 an hour for teachers and head teachers. (Though 23% of the children enrolled in the CCEP study sites were school-agers, the study focussed only on preschool day care.)

Turnover was found to be 41% per year and closely tied to wages. Teaching staff who earned less than $4.00 per hour left their jobs at twice the rate of staff who earned over $6.00 an hour. Furthermore, in centers with higher turnover rates, overall quality was lower. The centers which paid higher wages were more likely to be operated on a non-profit basis.

Public school-run programs lift average wage for school-age care

The Wellesley survey was also conducted in 1988 and included 130 school-age programs in six geographical areas. The samples were not drawn randomly, but the findings, analyzed by researcher Fern Marx, closely paralleled those in the CCEP study. The average wage of teachers and head teachers in the Wellesley sample was $6.95 per hour. The somewhat higher wage reflects the number of public school districts running school-age child care programs and their comparatively higher salaries: the 32 public school programs in the sample paid head teachers an average of $9.36 an hour, higher than any other type of provider. Turnover was found to be similar to the CCEP results, at 40% per year in the 85% of programs which reported any turnover at all.

As in the CCEP sample, the lowest average wages of teachers ($4.90 per hour) were found among for-profit centers. These lower wages did not translate into lower parent fees, however. The for-profits actually charged the highest average fees, at $29.11 per week for five days of after-school care on regular school days. Public schools charged $25.30, nonprofit centers $25.52, Y programs $27.56, and municipalities (mostly park and recreation departments) only $19.29.

Implications of these findings for policy makers

The findings of both of these studies should make it very clear to Congress and other policy-makers currently addressing child care that without an injection of massive additional public funds into the system, America's families face perilous times. No matter how much we improve training for preschool and school-age caregivers, we cannot keep up with a 40% turnover rate. And so long as the child care industry offers such inadequate pay and benfits, the high turnover rates will not go away. Has anyone considered what shape our public schools would be in if they were supported primarily by parent fees, or if nurses, doctors and dentists had to rely only on what patiently paid out of their own pockets?

For those in the school-age field who have been "nay-sayers" regarding the expansion of public school involvement, the Wellesley study may encourage some careful re-thinking. In spite of the problems their entrance into the field sometimes poses, they are offering better pay and benefits and have the potential to generate an upward spiral on the compensation packages offered by other institutions in our field. And the public schools in the Wellesley survey did not fit the stereotype of the tutorial/remedial programs that community-based providers sometimes fear. They were, in fact, less likely to offer tutoring than were the for-profits, and more likely than other providers to offer such activities as cooking, dance, and theatre.

Dale B. Fink is a Research Associate at the Wellesley College Center for Research on Women. He coordinated the SACC in America Study for the Wellesley College SACC Project. He apologizes to Mary Poppins and her creators for borrowing the tune, "A Spoonful of Sugar."

Connecticut Libraries Say "NO" To Day Care Regs

Parents' use of libraries, as an often readily available and free after school care source, has placed libraries across the country in an awkward position. They do not want to become "day care providers" but do want to serve the needs of children after school.

One state's dilemma with this issue was reported in The Hartford (Connecticut) Courant (March 1990). They related the role of the librarian in a working-class town where parents leave their children because they cannot afford child care. The librarian often has to deal with children of dysfunctional families and to know what to do when a young girl talks about being a victim of incest.

> **"No library wants to be thrust into the role of being a child care provider."**

Libraries are seeing their roles change from that of a place to read, borrow books and study to that of community center, meeting place and social service agency.

One parent in Connecticut complained that a branch library was operating as a day care facility because of an after school children's program.

State health officials said they had no plans to regulate libraries as day care centers. However, the Connecticut Library Association proposed legislation to make sure library programs are not cut because someone says it's really unregulated day care. The bill, which was passed into law, exempts libraries from state day care regulations, just as churches and recreational groups, such as the Girl Scouts, are exempt."

"No library wants to be thrust into the role of being a child care provider.", stated Sandra Ruoff, chair of the Association's legislative committee. The legislation is designed to "safeguard our role in letting us do what we do best - the educational, recreational and informational function of citizenry ".

However, parents use of libraries for school-age care does **highlight** the question of affordability, availability and quality of school-age care.

Bring in Extra $$ with Evening Holiday Care??

Good babysitters are hard to find. Parents need occasional evening care particularly during the holidays. They like to do holiday gift shopping without the kids. How about providing evening care for shopping and even a New Years' Eve party so parents can celebrate. School-age programs provide the service parents need and the program brings in extra money.

This is a good concept but it is vulnerable to parental indecision and reluctance to pay for the service as the Webster Groves Schools (near St. Louis, MO) found out.

Mick Anderson coordinates the Adventure Club school-age programs in Webster Groves. A letter and survey was sent to 2000 parents of K - 6 children in the Webster-Groves school system. The Adventure Club was offering Christmas shopping care during several evenings each week over the three week period before Christmas. The hours were from 6 - 9 pm at $3 per hour.

Out of the 2000 surveys, 45 expressed interest. As we all know, there is a big difference between the number expressing interest and those who actually show up. Anderson felt the program would lose money if it was implemented.

However, the parents who wrote back were very interested. Anderson said they would probably try again this year, offering one or two nights a week including a weekend night. They would also try to reduce the $3/hour fee. Cost and not enough lead time for the parents to plan seemed to be the main barriers, as indicated on the surveys.

Besides the expense involved in throwing a "real" party, staff overtime would be the big expense. Anderson felt he would not be able to get staff to give up New Year's Eve for $6/hour. Double time would be $12 to 15/hour.

Non-Adventure Club parents indicated interest in full day care on the surveys. This matched one of the goals of Adventure Clubs - to get more kids involved in holiday, Spring vacation and summer care.

Anderson felt optimistic that all of these ideas can work if parents are given more lead time, the service is made affordable and it becomes a regular feature.

For more information, contact Mick Anderson, Adventure Club, Webster Groves Schools, 400 East Lockwood, Webster Groves, MO 63119, 314 - 961 - 1233 Ext 111.

“Who’s Taking Care of School-Age Children in Tennessee?”

According to 1987 statistics, an estimated 312,000 of Tennessee’s 492,000 school children between the ages of 6-12 need child care during the day because their parents work.

An estimated 150,000 of these youngsters may be "latch key" children who go home alone, let themselves into an empty house and wait without the supervision of an adult until their parents return from work.

Jan Bushing, Director for School-Age Child Care under the Tennessee Department of Education said communities across the state are beginning to take a closer look at "who's taking care of the school-age children in Tennessee."

Presently, school-age child care programs in Tennessee serve more than 15,000 youngsters in nearly 300 public schools. 112 school-administered programs serve more than 6,700 students in 37 local school systems. In addition to school-administered programs, there are 157 school based programs administered by community not-for-profit and parent groups that serve approximately 8,270 students.

"There is a very high level of cooperation between Department of Human Services and the Department of Education in the school-age child care effort," Bushing said. "We are sharing expertise and in-service training so there won't be any unnecessary duplicity."

The two departments also are collaborating on a library of video taped information and a series of technical papers that will aid in the establishment of quality child care programs.

Adapted from the ADVOCATE, newsletter produced by the Tennessee Commission on Children and Youth.

Finally a Hyphen

After 10 years of using an unhyphenated "School Age" in **School Age NOTES** but a hyphenated school-age in all other references, **School-Age NOTES** now will be hyphenated.

__New Phone Numbers__

General Office 615-242-8464
Rich Scofield direct line 615-242-6260

Famous Rumors That “Just Ain’t So”

1960's: The Beaver (Jerry Mathers) died in Vietnam.

1970's: The Proctor and Gamble's moon & star symbol stood for Satan.

1980's: Bubble Yum chewing gum had spider eggs (heard on the elementary school grapevine).

1990's: School Age NOTES was folding up (heard from a Georgia source who heard it from someone in Sacramento).

: Illinois and Tennessee will pass legislation mandating which day care centers children can attend, just like school districts (heard by a Tennessee parent from a friend in Illinois).

Remember — It "Just Ain't So."

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RESOURCES

SAC Conferences

CALIFORNIA

February 22 - 23, 1991
CA School-Age Consortium
9th Annual Conference at Canada College in Derwood City
Contact: Linda Presley
415 - 831- 3530

KENTUCKY

March 1 - 2, 1991
Kentucky Coalition for SACC
Contact: Karen Schmalzbauer
Community Education Board
200 High Street
Bowling Green, KY 42101
502 - 842 - 4281

MISSOURI

November 30 - Dec 1, 1990
Missouri SACC Institute
Columbia, MO
Contact: 314 -882 - 4319

NEW JERSEY

March 15-16, 1991
NJ Coalition for SACC Conference
Somerset, NJ
Contact: Selma Goore
West Windsor-Plainsboro Community Education
POB 248
Princeton Junction, NJ 08550
Ph. 609 - 452 - 2185

Non-Profit Help

Fund Raising Institute Catalog is a complete library of working tools for the nonprofit executive. To obtain, call 800 - 888 - Taft.

4-H Program Manuals

The California 4-H Afterschool Program has three resources available:

4-H Afterschool Program - Management Manual Includes program design, business operations, managing a program and developmental needs 100 pgs $15

4-H Afterschool Program - Curriculum Manual Seventeen weeks of complete lesson plans; themes cover Science Exploration & Technology, Natural Resources & Ecology, Energy Exploration & Conservation, Life & Leisure Skills. $20

4-H Afterschool Program - **Facilitator's Guide** For the SACC administrator, contains 11 staff training sessions and reproducible forms and overheads. $10

Order from: CA 4-H Afterschool Prog., 11477 E Ave, Auburn, CA 95603, 916 - 889 - 7387

Catalog of Stories

Time for a Tale Storytelling Series, produced by High Windy Studio, transports the age-old pleasure of listening to gifted storytellers right into your school-age program via audiotapes. Stories include: The Boy Who Loved Frogs and Little Heroes, told by Jay O'Callahan; Hairy Man and Taily Bone, told by David Holt, and Stories & Songs for Little Children, by Pete Seeger. From: High Windy Studio, POB 553, Fairview, NC 28730, Ph. 800 - 63 - STORY.

JANUARY
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School-Age NOTES

ISSN0278-3126 © 1991 School-Age Notes — A National Resource Organization on School-Age Care — Pioneering the Field Since 1980

Switching Seasons: Bringing in the Upbeat of Summer into the Blues of Winter

photo by Nancy P. Alexander

With determination and concentration, 8-year old Cassie swings to the ancient beat of the jumprope.

Holiday let-down, rainy days on end, snow piled on top of snow and not enough sunshine makes it difficult to start thinking about planning for the summer school-age program. However, January is THE month to get going, putting the idea wheels in motion. To help with this process, this issue has included articles and curriculum ideas & activities that are "warm weathery", campy and definitely upbeat. The music ideas serve a dual purpose: start practicing now to get ready for summer and start enjoying the flood of warm and fun memories these "songs" can kindle and rekindle.

The school-agers and staff will become enthralled with the noisy active chants and songs, but then switch and be still and listen to the music the world makes around us: putting ears to concrete walks, metal swings, tree barks, building walls, hand-made pottery, sea-shells, computers, gym floors and the wind itself. The children's book **"When Clay Sings"** (by Byrd Baylor, Aladdin Books) explores the music and stories hidden in ancient Native American pottery. Use it as an adjunct to the above explorations and as a stepping-stone to school-agers creating their own "ancient" containers of sounds and stories.

Inside

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"What To Do When You Don't Know What To Do" page 5
Self Esteem Guaranteed If Games Given As Prescribed page 6
Inch By Inch, Helping Kids Grow pages 7
Snap Your Fingers, Clap Your Hands, Stomp Your Feet & Keep The Beat pages 8 & 9
NSACCA News page 10
Camp Fire Zoo Campers Encounter page 12

EDITORIAL

"Pretty Little Girl": What's There To Sing About?

In researching the traditional and popular songs, chants and rhymes from across the United States, with roots in Europe and Africa, it became evident that many of the children's favorites contain words that are destructive, biased or inaccurate.

Although children work through their fears and experiences through their play, some very popular verses - "Kindergarten baby, stick your head in gravy' - can damage a child's good feeling about her (him) self. One version of a jump chant, "I Am a Pretty Little Dutch Girl", continues:

One day as I was walking,
I heard my boyfriend talking
to a pretty little girl
with a big fat curl
and this is what he said to her:
"I love you oh so dearly,
I love you quite sincerely,
so go away and fly a kite
and everything will be all right".

What messages are we giving to young girls about their roles, choices and identity?

Another popular clapping game is,

"Nobody likes me,
everybody hates me!
I think I'll go eat worms..."

Children are telling how they feel, and what they are learning through their chants.

Nancy Carlsson-Paige and Diane Levin, in The War Play Dilemma outline four choices for when negative play occurs:

- Ban the play completely. The problem with this alternative is that it doesn't work. If children are preoccupied with a favorite game or song, a rule or mandate that forbids has a tendency to fuel the preoccupation. Adults then spend a lot of time enforcing the ban, creating more negativism in the process. In addition, many of this society's favorite songs, like "Little Brown Jug" and Get Along Home, Cindy, Cindy", are embedded deeply in this culture and are cherished traditions.

- Ignore the play. Sometimes this is a viable option, if no one is physically or emotionally hurt by the words. In the song, "There Were Three Jolly Fishermen*", the last verse is:

"They all went down to Amster... (cover mouth)
You shouldn't say that
naughty word . . .
We're going to say it anyway!
We're going to say it anyway!
Amster, Amster Dam, Dam, Dam!
Amster, Amster Dam, Dam, Dam! We're going to say it anyway!

Children will explore "naughty" words and their songs will reflect these explorations. In fact, songs enable children to sing silly words without being scolded. It's up to adults to choose where to draw and follow through on the bottom line that is comfortable and then ignore what can be tolerated as normal behavior, ALWAYS KEEPING SELF-ESTEEM INTACT.

- Allow certain activities at predetermined times of the day, for example, during outdoor play. The problem is it is often difficult to limit a favorite song to one part of the day to the exclusion of another. Clocks or schedules cannot dictate what is on a child's mind.

- Actively facilitate the songs. Paige and Levin suggest this option because adults can encourage school-agers to think about the issues. How do Kindergarteners feel when older children call them "babies"? How would you feel if someone told you to go fly a kite? These discussions open avenues toward solution, such as working together to change the words, or to create new verses, or to eliminate the verse that is unsettling.

More subtly adults can introduce a new verse to a chant or song, as we turn the rope or bounce the ball. By joining in children's songs, adults can quietly change an offensive word or focus, thus preserving traditions and updating rhymes to keep up with the times.

How about starting right here by changing the "he" to "she" in the following chant?

I had a little chicken
And he (!) wouldn't lay an egg.
So I poured hot chocolate
up and down his leg.
And he wiggle and he jiggled,
and he stood on his head.
Funny little chickie
laid a hard-boiled egg.

Then continue with discussing how the words could be changed so it was still funny but not cruel to an animal.

* Consider also the limited concept of Fishermen versus an inclusive word like Swimmers or Fishers. See page 3, 8 & 9 for music ideas and for how some oldies were changed to reflect an inclusion and caring for people and animals.

by Nancy Mahar

OOPS! We goofed.

Rich Scofield's direct phone line was mistakenly given as 242-6260 in our last issue. Please correct to 615- 242-8464. Please feel free to call him about your school-age child care ideas, concerns and questions. He is available for workshops, seminars, keynotes and consultations.

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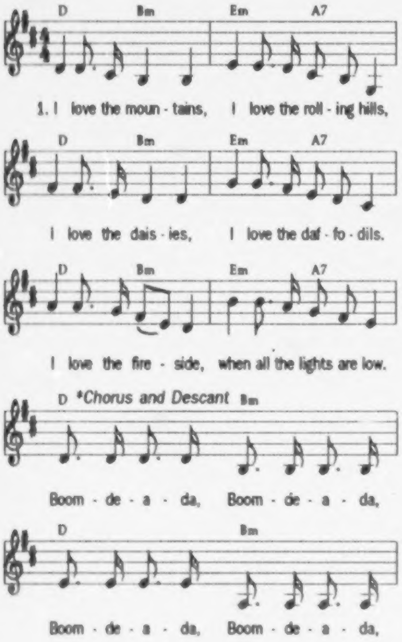
Noting Our Stories

Cumulative Story Songs

Children enjoy the challenge of adding new verses and remembering them as the order grows. "I Love the Mountains" is a summer camp classic.


D
Bm
Em
A7
1. I love the moun - tains, I love the roll - ing hills,
I love the dais - ies, I love the daf - fo - dils.
I love the fire - side, when all the lights are low.
*Chorus and Descant
Boom - de - a - da, Boom - de - a - da,
Boom - de - a - da, Boom - de - a - da,

2. I love the green grass, I love the countryside,
I love the morning, bird songs at eventide.
I love the singing wind, blowing the summer leaves.
Boom-de-a-da, Boom-de-a-da, Boom-de-a-da.

3. I love the meadows, made for the heart of June.
I love the shadows dancing beneath the moon.
I love the whipoorwill close by my windowsill.
Boom-de-a-da, Boom-de-a-da, Boom-de-a-da.

How can this song be changed to reflect summer experiences of school-agers living in the city, with no or little country experiences? What would they love in the summer? Ask kids to create their own verse.

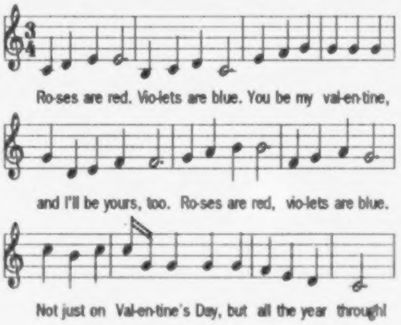
A traditional cumulative story round is "She'll Be Coming Round the Mountain" with lots of action: tooting horn, pulling reins, waving hands, flapping wings, rubbing belly, snoring and scratching motions. Check out this song in school music books, local library or local music store.

Setting the Stage

To bring songs like "I Love the Mountains" and "Comin' Round the Mountain" to life, and to help remember which verse comes next, make a drawing of each new word or verse. Display pictures in sequence, adding a new picture with each new verse. The drawing of the pictures is the kind of "real work" that school-agers like to do. Therefore, be sure to include them in this creative work.

Rounds[1]

The Valentine's Day Song


Ro-ses are red. Vio-lets are blue. You be my val-en-tine,
and I'll be yours, too. Ro-ses are red, vio-lets are blue.
Not just on Val-en-tine's Day, but all the year through!

Varied rhythmic patterns can also be sung. In the Valentine's Day Song, half the group begins singing, "Roses are red, violets are blue". The the second half begins "Roses are red" while the first group sings the next, "You be my valentine, and I'll be yours, too". The harmony continues as the verses are repeated over and over.

References & Resources

The Wee Sing Series, P C Beall & S Nip, Los Angeles, CA: Price Stern
Eye Winker, Tom Tinker, Chin Chopper, 50 Musical Fingerplays, and Do Your Ears Hang Low? 50 More Musical Fingerplays, T. Glazer, NY: Doubleday, 1980
Okki-tokki-unga Action Songs for Children, F & G Harrop, London: A & C Black Ltd., 1982
The Raffi Singable Song Book and The Raffi Second Singeable Song Book, Raffi, NY: Crown Publishers, 1986, 1987.

by Nancy Mahar. See p. 8 & 9 for more music and resources.

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[1] *Used with permission. © Al Gilbert, Stepping Tones Records, Vol. III, #1103, POB 35236, Los Angeles, CA 90035. This song is part of a 5 record series, all sung by children. All are finger play, action, and holiday songs. $15*

Beachball Volleyball

"Beachball Volleyball" can be played with as many or as few rules as you choose. Begin with a few simple rules and see what your group needs. See modifications. The serve can be a simple punch or a throw into the air from anywhere in the "court", plus assistance can be given by other teammates.

Suggestions:
Because of wind and the time required to chase the ball, this game might be better played indoors. Or, stuff a leaky beachball with cardboard packing to make it heavier. It could also be played in a limited space. Be sure to protect things that could easily be broken or that might endanger players or the beachball. Playing off the walls can add to the fun and challenge of the activity. Free beachballs can sometimes be obtained from companies who use them as a advertising gimmick. Have extra beachballs in case of punctures or leaks. Balloons can also be used but do not have the same flavor. If a balloon is used, add a little water or a few beans for extra weight. A piece of colored yarn can act as a net. Hang pieces of paper from the yarn to make it easier to see.

Modifications:
The game can be played with no rules; simply ask the whole group to hit the ball with any part of the body back and forth across the net as many times as possible (called "Infinity Volleyball"). Allow as many hits to a side as needed; individuals can hit the ball as many times as they need to; no boundaries are used (can play it off the walls); under the net doesn't stop play but doesn't give infinity point either. The only time play stops at all is when the ball hits the floor. The nearest player can then put it quickly back into play. A point is scored for both teams each time the ball goes over the net. If the game is played standing, try a rule in which a player must step out of bounds after hitting the ball three times (honor system). This rule will reduce the players on the court to only those who have not hit it as frequently. Allow the ball to be played by those on the sidelines whenever it goes "out of bounds." When down to the last person, everyone returns to the court and the game starts all over again.

"In-Seat Beachball Volleyball":
Players sit in seats that are safe or sit on floor. To increase the possibility of all players getting to play you might want to offer an additional challenge... "To get a point, can you have the ball played in both front and back areas plus send the ball over the net?" To guide this play you may want to announce after front and back player contacts "We have a potential point." We have later added a "beeper bonus" if we felt someone was being left out... "If you have not had the ball for one minute you may become a "beeper". If your team can send it to a back and front area player including a "beeper" player, your team gets two points instead of one.

If you have skilful players who play soccer, they may want to play with their head, knee, foot, or without using their hands. This may serve as an "equalizer", i.e., less skilful players may use their hands. In an open space with less skilful players, volunteers could play along the sidelines and behind the back area (standing) to feed the ball back into the court for the seated players.

"Frantic Balloon Keep Up":
Excellent for younger children. Using several balloons, the children simply try to keep them all up in the air and moving. An inside group sits on the floor. An outside circle of players stands and continually hits any stray balloon back into the inner circle.

(Thanks to Dr. Ira Shapiro for his help with this idea.)

These games encourage group unity and allow for more positive involvement than traditional games sometimes do. They also encourage players to see that situations can be modified to effectively include more people.

Some discussions questions are:
?? Does sitting down make it possible for more people to be involved? Why?

?? Does some height differences disappear when players sit down?

?? Do any sports attempt to "equalize" people so they can play together (bowling, golf)? Is changing the rules to "equalize" (increasing the opportunity to be involved at each player's level) fair?

?? Did the equipment help equalize people? If yes, how?

?? What did the skilful learn from playing with the beachball?

?? What did the less experienced gain from playing with beachball?

?? Was the activity fun? Was everyone allowed and able to play?

?? Did "Infinity Beachball" exclude anyone? (Frequently back row and corner players are left out.) Is there anything we could do about this? i.e., a rule change, such as "A back area and front area player must touch the ball for it to become a "potential" point... or "beeper" bonuses or rotations,...?

?? Could this game be played with all ages and all skill abilities? Could a person in a wheelchair play this?

From **Follow Me: A Handbook of Movement Activities** (for elementary age children) by Marianne Torbert. $9.95 ppd. See page 5 for related article and address for ordering.

"What To Do When You Don't Know What To Do"

Problem solving is the process which teaches children how to find answers to situations when the means to the solution is not necessarily obvious. It is "what to do when you don't know what to do." Teaching problem solving involves teaching children strategies for figuring out different ways to reach a conclusion.

Problem solving is a very important part of learning for children, and has recently been considered a major component to be developed and utilized in the California State school curriculum. Problem solving can be used in conjunction with all subjects including math, reading, language arts, social studies, arts, and social skill development. Many problem solving games and activities take only a few minutes to plan and to execute, and are usually fun as well as challenging.

It is important in teaching problem solving to state the technique you want children to learn during the game or activity, but not before they have had time to find it for themselves. The keys to problem solving, whatever the subject, are time and patience. You are teaching a thinking process; that means that some children will pick it up very quickly, and others will need repeated activities and more exposure to the process. It is essential that these games be fun for the children and do not appear to be work or "lessons".

Problem solving skills are a part of daily life for all adults. It is important that children have access to the techniques that will make it possible for them to function as completely as possible in all areas of their interests and needs. Many schools and teachers do not yet use problem solving concepts in their teaching process. This is a valuable area for after school providers to explore and expand. It can be exciting to see the interest and enthusiasm generated by these activities, and to watch the growth of skills and techniques in children.

Steps In Problem Solving:

1. Gather information (in game situations the teacher provides this).
2. State the problem clearly. Define it.
3. Generate ideas to solve the problem.
4. Evaluate the answers and the process.

Problem Solving Strategies To Teach Children:

This is a list of the strategies used to solve problems. Children should to be taught these methods so they can rely on them. When one does not work, they need to be able to try another. This list is based on the California State framework for Problem Solving. Each of these strategies can be applied to almost any problem area. They are all valuable to children and adults. See which ones are techniques that you use to solve your own problems.

1. Look for patterns.
2. Guess and check.
3. Write equations (if ___ = ___ , then ___).
4. Logical reasoning.
5. Working backwards.
6. Draw pictures of the problem or situation.
7. List information.
8. Make tables or graphs.
9. Act out or use hands-on equipment.
10. Simplify the problem by breaking into smaller parts.

Pico, Fermi, Bagels

Purpose: A problem solving game that teaches place value, and works something like the game Master Mind™. For grades 2-6

Materials: Chalk and chalk board, or large paper and marking pen.

Procedure:

1. Have children sit in group in front of the writing surface.

2. Explain that you are going to play a game with them that involves two digit numbers (this can be expanded to three or four later). You are writing down a number between 10-99 where they cannot see it. They have to guess what it is in the fewest number of guesses possible.

3. As they guess a number, you write it on the grid on the number side and then give them their clues on the other side.

4. The clues are: PICO - means there is one number right but it is in the wrong place. FERMI - means there is one number right and it is in the right place. BAGELS - means that there are no numbers right at all in their guess. (Explain to them that BAGELS is a very good clue to get and show them why the first few times). Give double clues if two numbers are correct but in the wrong place, i.e. PICO, PICO.

5. The first few times this is played it is a good idea to walk the group through the process of guessing by having the numbers 0-9 on the board also. Help them see the process of elimination by actually erasing or crossing out the numbers that are not usable after each guess. Circle those numbers that may be possible answers.

6. Start with unlimited number of guesses. When they have grasped the idea, limit them to 10 guesses.

From "School-Age Ideas and Activities for After School Programs" by Karen Haas-Foletta and Michele Cogley. See page 15 to order.

PLAY LEADERSHIP

Self Esteem Guaranteed If Games Given As Prescribed*

by Marianne Torbert

Question: When should the dosage be administered?? Answer: As young as possible.

Over the last decades we have dealt with physical and "mental" muscle. What about "emotional muscle"? We are finding that positive self-esteem can build the strength needed to withstand the normal failures that come with living and can contribute to the freedom to become all that one can become.

Carl Rodgers taught us that valuing "the self that is" allows one to accept human frailties without being crippled by them, to seek fulfilment which is positive for both the individual and those interacting with the individual. Abraham Maslow found the process of self-actualization to be good for society as well as the individual. Perhaps the success or failure of the global village will be based upon whether we are secure enough in ourselves to reach out to others. Erik Erikson has helped us recognize the negative results that begin to manifest themselves when the early developmental stages of trust (of self and others), autonomy and initiative have not been strengthened by appropriate experiences. Robert White of Harvard, in his 1959 classic study, "Motivation Reconsidered", demonstrated that we all have an innate drive to be competent. We have also found that this drive can be inhibited or energized by how we feel about ourselves.

What does this have to do with play, games and physical pursuits? Everything. Whether adults like the responsibility, or not, movement activities can be a major source of self-evaluation in children's lives. Adult leaders are professionally responsible to give children good developmental experiences to grow on. Perhaps we can guide these experiences so they extend onto the playground, into the classroom and within the family circle.

To Do This, Be Aware That:

- Players are the most important part of any play experience;
- Children's view of self, others and the world can be affected by play experiences ("I can ....we can!");
- Present play activities need to be carefully studied in relation to both their positive and negative effects on each player. (Consider "Musical Chairs");
- Interactions can be enhanced by carefully selected and modified low organized games to support reciprocal growth. (Send for a copy of the game "Islands" to replace "Musical Chairs". See address below.) Carefully planned low organized games can help participants, who differ in ability levels, to catalyze each others' growth and development in a synergistic manner.
- Children's leadership skills, such as generating alternatives, problem-solving and sensitivity to others, can be increased through carefully selected low organized games.

Games must:

✓ Include all, each at her (his) level in a way that allows all to grow,

✓ Eliminate subtle and blatant elimination,

✓ Take focus off failure and place it on trying and perseverance,

✓ Be made safe socially, emotionally as well as physically,

✓ Allow various ability levels to enter, participate and grow,

✓ Be engineered by games leaders to encourage reciprocal growth. Simple games can be played in many places and eventually led by the players, thus increasing the potential positive results of our efforts.

Game leaders can be a major source in helping children strengthen their self-esteem. What adults offer can also have the opposite effect of reducing a child's positive self-regard. Most play leaders want to positively effect children. But it takes more than desire. We must analyze and select and modify low organized games to create an environment which supports inclusion and growth for every player.

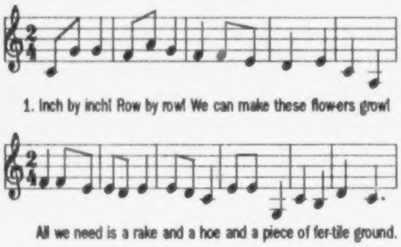
Marianne Torbert is the Director of The Leonard Gordon Institute for Human Development Through Play of Temple University in Philadelphia. One of the major tasks of the graduate students and faculty in the Psychosocial Interactions In Play Program at Temple University is to select, modify and create low organized games to have positive social, emotional, cognitive and physical effects on all participants. To obtain games, send a large SASE ($.85 postage) and $1 to: The Leonard Gordon Institute of Temple University 3306 Midvale Avenue, Philadelphia, PA 19129. For a better selection of activities, include information about your situation, school-agers in program and what you want to accomplish.

** Lynne B Schneider, doctoral candidate at Temple University and co-author of **Follow Me Too** for preschoolers , found a statistically significant change in self esteem of kindergartners following participation in low organized games from this book. Available form the The Leonard Gordon Institute for $12.50. (Address above)*

Inch By Inch, Helping Kids Grow

Inch by Inch (The Garden Song)

composer: David Mallett


1. Inch by inch! Row by row! We can make these flowers grow!
All we need is a rake and a hoe and a piece of fer-tile ground.

2. Inch by inch, row by row,
someone help these seeds we sow.
Keep them watered from below
til the rains come tumblin' down.

3. Pullin' weeds and pickin' stones,
man is made of dreams and bones.
Feel the need to grow my own,
'cause the time is close at hand.

4. Grain for grain, sun and rain,
find my way in nature's chain.
Tune my body, and my brain,
to the music of the land.

5. Plant your rows straight and long,
temper them with prayer and song.
Mother Earth will make you strong,
if you give her love and care.

Inch by inch, we can help these children grow. All we need is a rake and a hoe . . . and a song? Music is inspiring, fun, envigorating or relaxing, but we think, "I can't sing a note", OR "I haven't had any music training." OR "The kids think singing is just for music class!"

Diane Millick of Y Care in Allentown, PA assures us that songs can be an important element in any school-age program: " (Songs) are a great uplifter, raising a program's spirit, especially when it has rained for eight days in a row! They also help to build self-esteem and strong group identities, especially when the younger, middle and older groups create fun songs about themselves and each other."

Diane Millick uses songs to start and end each day, to enhance a specific curriculum topic, and to usher in smooth transition times (walking from one place to another; waiting for something to be set up; changing a mood or focus; or occupying the van time en route to the program.

"When I was a day camp director, we used songs during lunch time, as a specific planned program activity. A counselor would be in charge for that day, and all the counselors would have to do is pick children who wanted to lead a song. The child would come up, stand on a picnic table (which is a big deal) and lead a song. We always had to remind the children that they needed to eat lunch!

"I did a parent campfire where everyone had song books. The children thought it was great that their parents were singing silly songs and having as much fun as the children were in singing these songs.

"It is fun to take tunes and change the words and make up new songs. The children have fun rhyming and playing with words. I have given tunes to groups and, as a contest, challenged them to change the words."

Starting with rhythms and chants, music is as natural as laughing, learning and playing. Children enjoy making rhythms out of anything, from jumping rope to bouncing balls. Rap is the newest version of rhythm and rhyme; children nationwide enjoy putting their verses into rhythmic patterns. If we start with these natural rhythms, we can build from them, inch by inch.

By adding shakers, such as seed pods, and hand clapping, foot stomping, finger snapping and lap "patching", children and staff can invite music into their programs without ever singing a note.

To this fertile ground of rhythms, sounds can be added with records and tapes, making the musical garden grow from favorite tunes into creative, complex and complicated melodies.

Music fertilizes every aspect of children's lives, from humorous words and sounds to challenging games in play, to all areas of personal, social, and intellectual development: math in counting rhymes; social studies in the sharing of friendships, cultures and traditions; art in the felt boards and musical visualizations; language in the word play and rhyming; drama in the lip sync and entertainment; motor development in bouncing, jumping, clapping and games; science in the creation of sounds; fine arts in the appreciation and re-creation of music; listening and memory skills in the mastery of each verse.

Music allows school-agers to be whole - to express themselves in unique ways, to be joyful or to release anxieties and tensions, to share their feelings with their own unique ways, to be joyful or to release anxieties and tensions, to share their feelings with others, and to learn and appreciate new perspectives and approaches.

Planting seeds of music in the fertile soil of school-age child care can reap gardens of rewards, even for the non-musician in each of us.

by Nancy Mahar

CURRICULUM CORNER

Snap Your Fingers, Clap Your Hands

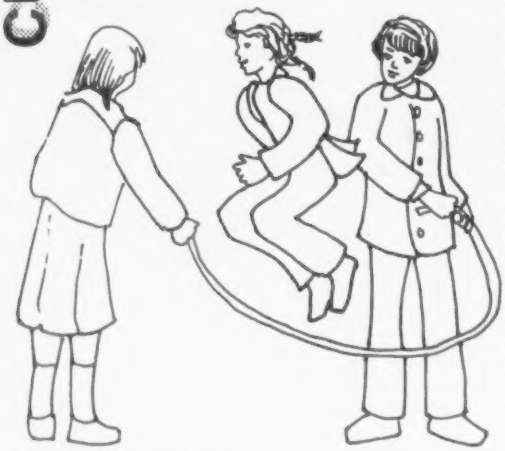
Jump Rope Chants

Any favorite rhyme or song can be adapted, but the best chants are the simplest ones, allowing most of the concentration to be focused on the jumping challenges.

Teddy bear, teddy bear, turn around.
Teddy bear, teddy bear, touch the ground.
Teddy bear, teddy bear, show your shoe.
Teddy bear, teddy bear, that will do.

Teddy bear, teddy bear, go upstairs.
Teddy bear, teddy bear, say your prayers.
Teddy bear, teddy bear, switch off the light.
Teddy bear, teddy bear, say goodnight.
GOODNIGHT!

(Actions have to be performed while jumping.)



The challenge in some jump rope chants is to see how long you can jump before you miss. Remember to encourage competition with their own record, not with someone else's.

Apples, peaches, pears and plums[1]
Tell me when your birthday comes.
January, February, March . . . . .

Peel a banana upside down.
Peel an orange round and round.
If you jump to twenty-four,
You can have a turn once more.
1, 2, 3, 4, 5, ...

But sometimes the challenge is to miss in an amusing way.

Miss, miss, spunky[a] little miss[2].
When I miss, I miss like THIS!

Changing the pace is another jump rope game.

Hot Pepper

Able, Able[b], set the table,
Don't forget the salt and pepper!

(On pepper, children skip rope faster and continue increasing the speed til they miss.)

Some chants are just fun[1]

Wee Wally[c] had a dolly
who was sick, sick, sick,
So he called for the doctor
to come quick, quick, quick.
The doctor came with her bag & her hat
And she rapped on the door
with a rat tat tat.

She looked at the dolly
and she shook her head,
She said, "Wee Wally,
put him straight to bed."
She wrote on some paper
for a pill, pill, pill,
"I'll be back in the morning
with a bill, bill, bill."

Chants for Conflict Resolution or Decision-Making

When everyone wants to be first, or teams need to be chosen, chants can be a fair way to pick the lucky - or not so lucky - winners. Try:

Engine, engine number nine
Running on the Chicago line,
At the lake at half-past eight,
Back once more at half-past four.
I-N- spells in and in goes he!

Ball Bouncing

On "alary", bounce ball under leg.

One, two, three, alary,
four, five, six alary,
seven, eight, nine alary,
Ten, alary, the dictionary.

Across the United States, children make up endless variations. Invent some to add to this list.[1]

One, two, three, alary,
Lost my ball at the city dairy.
If you find it give it to Terry,
One, two, three, alary.

One, two, three, alary,
My first name is Larry,
If you think it's necessary,
look it up in the dictionary.

To bounce a ball from child to child,

"Eevy, ivy, over, The ball is coming over".
or Gypsy, Gypsy, lived in a tent[1].

She had no money to pay her rent.
She borrowed a one,
she borrowed a two,
and passed it on to you.

Add body movements to make the bouncing more challenging.

Annie Lee, [1]
can't you see?
If so, do so.
Touch your knee,
touch your toes,
Bounce the ball,
and away she goes!

Words themselves can become a challenge. Without missing a bounce, try to get to Z, inventing new words for each letter of the alphabet, A - B - C - -

A, My name is Alice and my friend's name is Ann. We come from Albuquerque and we sell apples.

936

P.O. Box 40205 • Nashville, TN 37204

Stomp Your Feet And Keep The Beat

Ostinati *(unsung, chanted)*

Ostinati is an Italian word for repeated patterns. The root word is obstinate, because the rhythms repeat themselves with stubborn tenacity. These rhythms can be used in any poem. For example, Shel Silverstein's:

There are too many kids in this tub.
There are too many elbows to rub.
I just washed a behind that I know wasn't mine.
There are too many kids in this tub.

To this rhyme, add clapping, stamping or playing instruments in a steady beat.

After the rhythm is established, add vocal rhythmic accompaniments, such as "Too many kids (clap), too many kids (clap)!"

For a more complicated challenge, try two vocal rhythmic patterns at once. For example, to this Pirates chant, one third of the group says,

Pirates are a rowdy bunch.
They drink and smoke and swear,
with tattoos on their shoulders
and an awful lot of hair!

The second third chants, "Wild-eyed Willie (clap)" and the last third adds, "(clap, clap) Walk the plank!"

Thanks to Music Specialist Gerri Rhodes for the Ostinati information.

a. Original word, pretty, changed to spunky to move toward active, strong and powerful words to describe girls and women. What other words could be substituted? How can this be changed to include boys?
b. Original words, Mabel, Mabel changed to remove the stereotypycal association of female with housework.
c. Original words "Miss Dolly" and the doctor from "he" to "she" changed to give new images of males tending to sick dolls and females as doctors.
d. Original words "one-eyed" changed to eliminate negative connotation to a disability.

New Words/Old Songs

Add new words to your favorite tunes. In Diane Millick's YM/YWCA summer program in Allentown, PA, each unit makes up a special song:

Rockin' Rangers (tune "Rockin Robins")

We're rockin through the camp all day long
Hoppin'' and bobbin' and singing this song
All the campers at Delta lake
See us comin' and begin to shake
Rockin' Rangers
tweet tweet tweedle dee dee
Rockin' Rangers

Rap

Any favorite song or rhyme can be chanted in rhythm, with accompanying hand, body and foot dance movements. Children also enjoy making up their own rap, such as the Ranger Shuffle", composed by the Ranger Unit of the Y Care Summer Camp in Allentown, PA.

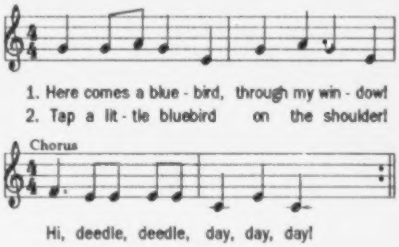
We are the Rangers, shuffling through,
Shufflin' on down, doin' it for you.
You know we're just a struttin' for fun,
Struttin' our stuff for everyone.
We didn't come to cause any trouble.
We just came to do the Ranger Shuffle.

Lip Sync

Dressed up like singers and members of the band, silently act out traditional and popular songs, in sync with favorite tapes, records or songs on the radio. Microphones, according to Darlene Prutzman of Highland, PA, can be made by rolling black construction paper into a cylinder and covering the top with aluminium foil.

Circle Gamesongs

Here Comes a Bluebird


1. Here comes a blue - bird, through my win - dow!
2. Tap a lit - tle bluebird on the shoulder!
Chorus
Hi, deedle, deedle, day, day, day!

Players form a circle and, holding hands, raise their arms as "windows". One player then walks in and out of the windows throughout the first verse and chorus. On the word "tap", at the beginning of the second verse, the "bluebird" player places her (his) hands on the shoulders of the player nearest in the ring. That player, facing forward, becomes the new leader. The two players, now in a chain, leave the circle and proceed through the "windows" as the song is sung again. By the end of the game, the circle is transformed into a long chain, each child holding the shoulders of the person in front of her.

References

1. **The Best Singing Games for Children of All Ages**, E S Bley, NY: Sterling Publishing Company, 1957.
2. **Sally Go Round the Sun**, E Fowke, NY:Doubleday and Co., 1969

by Nancy Mahar with special thanks to Kathleen Brody (the children's place, New Winsor, NY), Katherine Corrigan (Poughkeepsie Day School, NY), Vicki Diamond (Music Consultant, Westbury, NY), Diane Millick (YM/YWCA Y Care, Allentown, PA), Gerri Rhodes (Music Director, Poughkeepsie Day School, NY), Darlene Prutzman (Highland Afterschool Program, PA), and Carmen Weichter (Developmental Day Care Systems, Lititz, PA). See page 3 for more music.

NSACCA By-Laws Approved, Board Now Official

Buzzing is the best word to describe the Third Annual NSACCA Conference. With 345 (almost twice as many as the 1990 conference) school-age professionals in attendance, the Washington Hilton was the center of a SAC whirlwind. Workshops and presentations seemed to be a mere backdrop to the main act of SAC professionals making contact with each other. Although a major hot topic was the passage of the first comprehensive child care bill and what that will mean for SAC, the exchanging of school-age stories, swapping anecdotes, outlining problems, offering solutions, presenting new ideas, bemoaning failures, and reflecting on challenges was what captured the enthusiastic attention of participants, presenters and planners. In fact, workshops in which sharing of ideas and concerns occurred were proclaimed the most beneficial to participants. "Seasoned" SAC professionals felt a need for more workshops or seminars where they could grapple - a give & take discussion - with major issues.

At the annual meeting of NSACCA, Tracey Ballas was confirmed as President along with 28 board members. Seven new board members were elected: Marcia Gluntz (PA), Kathleen Haugh (CA), Shelly Levin (NY), Jane Place (WA), Peggy Riehl (IL), Andrew Scott (CA) and Vince Vento (MO). The by-laws were formally approved and adopted, moving the board from interim (since 1987), to official status. State coalitions jumped from 13 to 28 this year with NSACCA playing an advisory role.

What's Happening Across the Country?

Alaska: hosted a SACC Institute, bringing together SAC professionals from across the state where the possibilities of forming a state SACC alliance was discussed (a first!). School-age leaders became involved in AAEYC and the AAEYC conference had its first school-age track.

California: will have its ninth SAC Consortium conference in February 1991. Three fully functioning regional consortiums convened seven conferences this past year. The consortium is now publishing new SAC resource materials. Six years ago Betsy Arns had to convince Long Beach Community College to include a SACC college course in their curriculum. In 1990, UCLA asked Betsy to teach a SACC certification course!! The Oakland Camp Fire is starting an urban program for kids in public housing.

Connecticut: formed a SACC coalition this year. An October 1990 conference was held. The coalition is planning regional conferences across the state.

Colorado: started SACC coalition and put on its first conference with Rich Scofield as keynote speaker. Also have new SACC regulations.

Florida: formed a state coalition; first conference to be in March '91.

Hawaii: state's school-system initiated, under a state mandate, after school care in every school. They now serve 23,000 school-agers; parents pay $1/day and state contributes $17 million total.

Illinois: had two state SACC conferences; state divided into 16 R & R areas with local training provided. The extension service out of the University of IL is putting out a newsletter on SACC.

Kentucky: 200 people attended their first SAC coalition conference last March and second conference is planned for March '91.

Maryland: held a Governor's Conference on SACC.

Massachusetts: In western MA, special needs school-agers are integrated into SACC programs with the kids' involvement in the programs written into their IEP's. Dale Fink was given a public thanks for helping to make this a reality. SACC regulations being reviewed after two years. Massachusetts SACCA was invited to be on the review team.

Minnesota: In their 6th year as an affiliate chapter of MNAEYC. Their SACC Network News comes out three times a year. SACC standards are set by each county.

New Jersey: Developed a manual "Integrating Special Needs Children into School-Age Programs". Dale Fink consulted with NJ and wrote the manual. The state coalition celebrated its 8th year by formally incorporating. 18 counties and 2 regions have their own coalitions. Three SAC Specialists are being paid through dependent grant monies.

New York: a state coalition is at the idea stage.

Virginia: has a school-age network in place. Arlington, VA has after school ("Check In") programs in all of their middle schools.

Ohio: A SACC Coalition conference is planned for April, 1991 with an annual activities fair where **300** activities are shared.

Pennsylvania: School-age professionals can obtain a certification in school-age care through Pennsylvania State.

Texas: SACC coalition incorporated and held its first annual conference.

Washington: Seattle passed an educational levy with $1.4 million earmarked for before and after school-age programs.

Wyoming: looking at statewide standards for quality SACC.

What Is A Child Centered Curriculum?

The curriculum at Kid's Club (Edina, MN) is "child centered" because:

1. Developmentally appropriate, appealing activities are made available and the children are motivated to do the activities by their own interests and needs.

2. The children **choose** the type of activity they want to do a **majority** of the time they are at Kids Club.

3. The staff encourage independence in the children by helping them learn skills needed for cooperation and problem solving. The staff discourages competition for adult approval and dependence on adult direction to solve every problem.

A great number of activities should NOT be "teacher directed" but instead made available for the children to do by their own choice, at their own time.

A Note From The "Real World: Sometimes an activity is so popular that it is impossible for everyone to do it immediately. In those situations, set up a system **which all of the children understand and can manage without constant adult direction**, so that everyone gets a fair chance. For example, you may have to have a limited number of tags available for a specific area such as active play, or you may have to have a rotating sign-up for a popular activity like cooking, or you may have to have a sign-up for the carpentry table and just two carpenter's aprons to remind kids that only two at a time can work.

Always remember that your role as a good early childhood educator is to be... **"A GUIDE BY THE SIDE, NOT A SAGE ON THE STAGE."**

Active Play:
It is extremely important to have adequate "active play" times for elementary children, especially in the after school and vacation day segments of the program.

The active play environment and activities meet the children's needs for:
1. **Physical** challenges that will help them develop physical coordination, endurance, and strength.
2. **Release** of tension through energetic activity.
3. **Problem solving** situations that will strengthen **social skills** of cooperation, negotiation, and establishing and following rules.

Some Basic Guidelines For Using Active Play Areas:
* Outdoors: Children play outside **every day** unless:
- it's -20
- it's raining
- the parents state their child can't go out that day.

* Playground: The playground is used primarily for free play. If there is only one staff member available to supervise, then that person watches the whole playground. If a second staff is available, then s/he can supervise an organized activity (i.e. flag football, Frisbee golf, mushroom ball, etc.).

Provide **variety** on the playground by taking out different equipment for outdoors play **every day** (e.g. balls, jump ropes, trikes, scooters, bubbles, kites, etc.).

* Indoor Activity Areas (gym, "The Hut," "Sports'n'Forts", etc.); In areas designated for active play, have:

√ a balance between organized group games and individual free play, i.e., there should be basic equipment like balls, bean bags, scooters, etc. easily accessible to the children at all times in the active play area, as well as daily organized group games.

√ an emphasis on cooperation (discourage games that exclude children from play, encourage the children to organize teams, set up the ground rules, etc.)

√ "cooling down" interludes during heated active play (such as floor hockey).

√ drinking water easily accessible, and

√ **variety** - don't let one game dominate the active play area (eg floor hockey!) - introduce at least **one new** game to the kids each week (have a staff library for ideas), and be sure there are at least three different games played in the course of a week.

* "Kids Club Express": The "K.C. Express" provides an after school getaway vehicle for each group once a week during the winter months. Staff plan with other coordinators the weekly trips to nearby parks for sliding, skating, hiking, or ?. "K.C. Express" begins after the first snowfall.

Here's how "K.C. Express" works:
- Each group has the same day of the week every week.
- All of the groups will go to the same place.
- The bus leaves at 4:00 and returns by 5:15.
- **Inform Parents** about the "express day" and tell them where it'll be going each week.

NOTE: It is very important to be back at Kids Club **on time** when out in the "Kids Club Express". Otherwise, expect to face a group of irritated, impatient parents who have been waiting to pick up their children.

From **"Kids Club: A School-Age Program Guide for Directors"** by Linda Sisson. See page 15 to order.

Camp Fire Zoo Campers Encounter "the Interrelationship of All Living Things"

by Dale Fink

For those in the school-age field who want to offer a program during the summer that is completely different from what goes on during the school year, the council for Greater Boston Camp Fire Boys and Girls has hit on a winning formula. "At first," Executive Director Cynthia Beaudoin acknowledges, "we were just going to run a regular camp program on the zoo grounds - making one hour excursions into the zoo itself, the way any other day care or camp group might come in from the outside." But what evolved was a much more compelling program model. Their "Zoo Camp" wasn't merely located at the zoo; rather it was an integrated experience, with games, arts, crafts, and social interaction organized around the study of zoo animals and their habitats.

The notion of even running a camp for 60 to 100 school-agers per week on the grounds of the zoo may seem implausible to some. But once Beaudoin and her Council discovered "the Sausage", an elongated, untended piece of land which "was empty, wild and weedy", they just knew they had to have it for their kids! For years the Council had been busing city children 20 miles to a suburban summer day camp (and they still do). But here was a large piece of open green space located in the heart of urban Boston, bordering predominantly African-American neighborhoods and completely safe and secure because it lay within the perimeters of the zoo's fencing. And not a soul was using it for anything. "An underutilized space for an under-served population", as Beaudoin put it.

A $15,000 grant from the Bank of Boston gave them enough to move forward with an aggressive plan. Permits had to obtained from city officials. Electricity, a telephone and water had to be extended to "the Sausage". Port-a-potties had to be brought to the site. A set of temporary steps had to be installed. For an "office" and a place to lock up materials, a trailer of the kind used on construction sites was leased for them by a corporate donor - but it had to be dropped onto "the Sausage" from outside a high fence by a "cherry picker", also donated. The Metroparks Franklin Park Zoo staff agreed to leave up a outdoor tent they had erected for an unrelated purpose as the "indoor space on very rainy days. On days that were just moderately rainy, "we all went around with our umbrellas and Ponchos".

Once they knew they could make the site workable, they needed a program plan. That is when they discovered how well the philosophy of Camp Fire and that of the Metroparks Zoo meshed: both declared in virtually the same language in their educational materials that they wanted children to "understand the interrelationships of all living things". One of the Franklin Park Zoo's educational staff turned out to be available for the summer; she was hired by Camp fire as their "Zoo Resource Person". With her intimate knowledge of the zoo and its staff, the program began to fly.

The camp's weekly themes were organized around what they called "FFESS Time" (Furs, Feathers, Ecoskeletons, Skins, and Scales). Each group of eight children had one counselor and one junior counselor, and they gave themselves FFESS related names when they formed at the start of each week: for instance, the "African Mud Turtles". There were three large group gathering times per day, which were called "Harambee" rather than "Council Fires", with a nod to the African focus of the zoo and the African genealogical roots of the majority of the campers.

Kids handled an 11-foot Burmese python (which eats small cattle). They studied the South American trumpeter bird. They became familiar with the small creatures brought around by the "Wild on Wheels" zoomobile. They were allowed to go in and out of the zoo's educational resource rooms whenever there were not other programs already scheduled there. They made paper mache masks of animals. The game "Statue" was renamed "Possum". They ended each week with skits, songs, and role plays about the animals they had studied.

The weekly parental fee was $60, with 75% of the children subsidized by "camperships", including some purchased by Digital for its own employees' children. Every participating child received a junior membership in the zoo for $10.00, paid by the family, good for free admission for one entire year.

Zoo Camp drew an unexpectedly large number of children age ten and older - both girls and boys. Beaudoin commented that the discipline problems were minimal, as children became really engaged in the experience, under the guidance of an enthusiastic staff, which was racially and sexually balanced. Assuming they can retain the support they received from their corporations and foundations, both the zoo and Camp Fire are looking forward to continuing the experiment for at least three years.

Dale B. Fink is a Research Associate at the Wellesley College Center for Research on Women. No one has ever gotten him close to an 11-foot Burmese python.

A Pioneering Vision: The Bush School Extended Day Model

by Patrick A Nolan

The Bush School in Seattle, Washington has developed a Model Extended Day Program based on successful and progressive ideas in education. Responding to a genuine need in the Bush School Community and the surrounding neighborhood for a high quality, professionally managed, nurturing and creative program, Bush School committed the funds and resources necessary for its inception. The school hired an experienced educator with a liberal arts background and a Master's Degree in Elementary Education to organize the first Bush sponsored program, and provided excellent permanent space for the diverse activities necessary for a quality program.

The Director also has a background in Experiential Education and training in Child Development and has operated his own business. His role has been to establish a new program and build its reputation. As a full time director, he has been able to devote the necessary time to execute the initial equipping of the facility, the writing of the brochures and the purchasing of supplies, and the hiring and training of teachers He controls an autonomous budget and the program is set up to be self-sufficient.

The Bush School program is an exciting place where children's interests are honored and skills are developed, and where children feel like they belong. The staff create a safe, casual and friendly atmosphere, a "new neighborhood" for a large and diverse "extended family", and offer a wide variety of hands-on learning activities, many of which are child-initiated.

Rather than offering teacher initiated and planned classes, the program provides various spaces, materials and activities, depending on the specific interests of the children and teachers each day. Some activities are on-going and involve many students for months at a time, while others interest only a few or last for an afternoon or an hour. Children have free choice and can invent their own activities: do homework, sit quietly and read, relax, socialize, play sports, or just "hang out". All this happens informally, and the flow of events differs each day, making the Extended Day Program a lot like "Daily Life". Staff do not entertain the children, but expect the school-agers to entertain themselves. They are responsible for their own time and can use it however they wish. The few rules are designed to ensure the rights and safety of each child.

The Bush Extended Day Program is rooted in effective progressive educational methods and ideas. It shares common ground with the British Infant School's Integrated Curriculum, Sweden's Free Time Homes, Adventure Playgrounds, Individualized Age Appropriate Learning, Experiential Learning, Multi-Age Grouping and the Open Classroom. Staff strongly believe that anything done with school-age children is education and that allowing them to be responsible for their own education will lead to their taking responsibility for their own lives. Competence is taught informally, by offering a wide variety of activities including life skills like carpentry, cooking, sewing, gardening and the use of many kinds of tools and materials for designing and building and artwork.

Staff in the Extended Day Programs find that they need to help with many jobs traditionally reserved for parents. They need to teach children how to cope with life and to deal with such diverse topics as how to make friends and how to utilize good manners, how to effectively express emotions and how to form good study habits. They often have to field questions of morality and ethics, and most importantly, model correct behaviors. As the line between caregiver and parent becomes increasingly blurred, adults in child care programs need to recognize the complex and extremely important nature of their position.

Children are excited and glad to attend the program because they feel it is their's. Whether a child is extroverted or introverted, quiet or noisy, tired or energetic, there is a comfortable place for them in Extended Day. Each child is acknowledged daily for the person s/he is and all the children are respected as equals. Staff value the contribution each child makes to the program, and encourage diversity. They strongly support individual and social responsibility and fairness in dealing with others, and encourage children of all ages to play together and take care of one another. The bottom line is: Children feel safe and free and honored in their care.

Parents are constantly amazed at the quantity and quality of creative projects children produce, realizing that these end results indicate an active, productive and content child. They can tell by their child's attitude about going home "early" that s/he is happy in the program. It is commonplace for children to be so absorbed in their activities that leaving is difficult. Staff often need to remind parents to allow their children at least five minutes to finish a project, and remind children that they can finish or continue tomorrow. As the word gets around about the Extended Day Program, many children request a chance to attend and occasionally parents offer a day in the program as a reward!

Patrick Nolan is Director of Auxiliary Programs at Bush School in Seattle, Washington and a SACC Educational Consultant.

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Child Care Bill Passes; Other $$ for SAC Re-funded

by Rich Scofield

The big news for child care is the historic passage of the new **Child Care & Development Block Grant**. It provides federal dollars to address the issues of affordability, accessibility, and quality. It authorizes $750 million in Fiscal Year '91 with increases specified for '92 and '93 and "necessary sums" for '94 and '95. States will divide up funds according to a formula related to number of young children, the federal lunch program and state per capita income. A very rough estimate is $2.5-3.5 million for each 1 million in population in your state. A total of $2.5 billion over 3 years in block grant funds, $1.5 billion over 5 years to help certain low-income families purchase child care, and $18.2 billion in tax relief for low-income working families. School-age care programs (unfortunately called "latchkey programs" in most reports SAN saw) will benefit from the 18.75% of the 3 year $2.5 billion block grant ($468 million) reserved for early childhood education and latchkey programs. This would be distributed through grants and contracts with priority to areas eligible for concentration grants under Chapter 1. At least 5% of the $2.5 billion ($125 million) would go for quality improvement activities.

But, school-age care gets even more good news sprinkled with some caution. The Dependent Care Block Grants that states have used for the past 5 years have been re-authorized for another 5 years. First year FY'91 appropriation is about the same as last year at $13.2 million. The caution for school-age care is that the split of this money, 60% school-age 40% resource and referral, can now be tinkered with. More money to school-age if it can show more need; more money to resource and referral if it can show more need. A big change is that the Dependent Care dollars can be used for operating costs as well as start-up. All of these potential funding changes will be decided by each state.

Watch for a possible catch on the new Child Care and Development Block Grant when the funds become available September 7, 1991. Will they require all monies to be spent in the 3 weeks before the October 1st new fiscal year? Stay tuned.

Information for this report came from the following sources: Day Care U.S.A.; School Child Care Report; NAEYC's Young Children; Senator Chris Dodd and the Children's Defense Fund.

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☐ **School-Age NOTES - The Newsletter for School-Age Care Professionals**
Keep up with new ideas and activities through this bi-monthly newsletter. For over 10 years has provided ideas, strategies, tips and techniques for working with school-agers including activities, conflict management, administration, training, advocacy, and resources. 6 issues a year. (Do NOT add shipping & handling to subscription price).........14.95

NEW ☐ **School-Age Ideas and Activities for After School Programs** by Karen Haas-Foletta and Michele Cogley published by School-Age NOTES October 1990 – Helpful hints, tips and strategies for programming for school-age care plus over 140 activities and games that are program tested and 22 recipes for arts and crafts materials. Learn about 9 factors affecting room arrangement, 13 areas to include in your environment, 9 tips for shared space, 35 "interest club" ideas and 40 themes for summer 16.95

NEW ☐ **Kids Club: A School-Age Program Guide for Directors** by Linda G. Sisson published by School-Age NOTES October 1990 – Finally, a practical handbook for directors. Learn the 5 types of activities and how to program for them. Contains easy-to-do developmental checklists to give each child's parent and checklists for full-day programming and field trips. Ideas for getting the best use of space and a list of "must-haves" for a school-age facility. Orient staff with 5 sets of "the basics" all staff should know including: staff-child interaction, parent-staff communication, supervision, environment, and health and safety 12.95

NEW ☐ **No Time to Waste: An Action Agenda for School-Age Child Care** by Michelle Seligson and Dale B. Fink – The problem of latchkey children, who is involved in the solutions, how programs are funded, how quality is defined and attained, and 15 specific recommendations for action needed now. Based on 10 years experience and research by the Wellesley School-Age Child Care Project 6.95

Activity Resources

NEW ☐ **Learning Through Noncompetitive Activities and Play** – Body movement games emphasize fun and cooperation. Noncompetitive projects and games enhance self-esteem. Indoor and outdoor activities. Minimum preparation. Designed for school-agers......6.95

NEW ☐ **Take Part Art - Collaborative Art Projects** – Great art projects, collages, murals, sculptures and more that focus on the "process" rather than the "product" and on cooperation rather than competition. Children learn to work together while having fun with art. They can try being "Michelangelo in the Sistine Chapel" drawing on paper taped to the bottom of a table and 176 pages of other great ideas (pub. 1990) 13.95

NEW ☐ **Creative Art for the Developing Child: Teacher's Handbook for Early Childhood Education** by Clare Cherry – A comprehensive handbook on art tools, materials, and methods. Chock full of specific art projects and how to do them. Preschool oriented, but suitable for all ages. Great for art interest centers for school-agers. 337 pages (2nd ed. pub. 1990)..13.95

NEW ☐ **More Mudpies to Magnets** – More than 150 easy-to-use, hands-on, science experiments and activities for preschoolers and school-agers (pub. 1990) 16.95

Multicultural and Behavior Management Resources

NEW ☐ **Discover the World:** Empowering Children to Value Themselves, Others and the Earth – Multicultural, conflict management and peace ideas and activities for ages 3-12. Daily activities, songs, recipes and interest centers such as art, science, music and movement, fine muscle and large muscle are related to diverse cultures such as African American, Native American, Asian American, Irish, Pakistani, Hawaiian and Nicaraguan. Much more than just a great multicultural book (pub. 1990)........................14.95

NEW ☐ **Who's Calling the Shots? How to Respond Effectively to Children's Fascination with War Play and War Toys** – Learn how to deal with GI Joe war toys and aggressive Ninja Turtle play. Examines the positive developmental needs served by dramatic play and how to appropriately support play with open-ended toys and props for preschoolers and school-agers. Includes things to make from household items that will support play themes. 188 pages (pub. 1990)..12.95

NEW ☐ **Tribes (A process for social developement and cooperative learning)** – A system for involving school-agers themselves in creating a supportive climate to plan activities, enhance self-esteem and encourage responsible behavior. Includes 120 activities, resource list, and staff training resources. Suitable for elementary through junior high. Used in many school-age programs across the country..19.95

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RESOURCES

SAC Conferences

CALIFORNIA

February 22 - 23, 1991
CA School-Age Consortium Ninth Annual Conference - "Staffing for Quality" - over 100 workshops plus pre-conference administrative focus.
Cañada College in Redwood City
Contact: Kate Northcott
415 - 621 - 4594

FLORIDA

March 7 - 9, 1991
FL SACC Coalition
5th Annual Symposium
Maitland, FL
Contact: Jim Atkinson
407-539-6269

KENTUCKY

March 1 - 2, 1991
Kentucky Coalition for SACC
Contact: Karen Schmalzbauer
Community Education Board
200 High Street
Bowling Green, KY 42101
502 - 842 - 4281

IOWA

April 17 - 20,1991
Mid-West AEYC Conference
School-Age Track - 20 workshops
Des Moines, Iowa
Contact: Kim Thuente
515-270-9030 x372

MINNESOTA

MARCH 1 - 2, 1991
MN SACCA Alliance
5th Annual Conference
Minneapolis, MN
Contact: Jill Discher
612-925-0587

NEW JERSEY

March 15 - 16, 1991
NJ Coalition for SACC Conference
Somerset, NJ
Contact: Selma Goore
West Windsor-Plainsboro Community Education, POB 248
Princeton Junction, NJ 08550
609 - 452 - 2185

TENNESSEE

March 22 - 23, 1991
Governor's Third Conference on SACC - "Quality SA Programs: An Oasis for the Imagination"
Featured Keynote Speakers:
Tracey Ballas and Maria Whelan
Contact: Cathi Witherspoon
TN DHS Day Care Services
Nashville, TN 37248-9600
615-741-3312

More Conferences

GEORGIA

April 25 - 28, 1991
Save the Children National Family Day Care Technical Assistance Conference Atlanta, GA
Contact: Joe Perreault
Child Care Support Center
1340 Spring Street Ste 200
Atlanta, GA 30309
404 - 885 - 1578

FRANCE

May 25 - June 6, 1991
France Education/Child Care Study Tour, co- sponsored by KY Dep't of Education and KY Coalition for SACC
Graduate/Undergraduate credit or audit through University of KY
Contact: Ruth Fitzpatrick
France Study Tour
8 Erickson Hall, University of KY
Lexington, KY 40506
502 - 564 - 3678

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School-Age NOTES

ISSN0278-3126 © 1991 School-Age Notes — A National Resource Organization on School-Age Care — Pioneering the Field Since 1980

photo by Nancy P. Alexander

With gentle abandonment, this girl demonstrates the rightful place of humor in SAC.

Enjoy

Tickle

Laugh

Delight

Witty

Outrageous

Funny

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#1 Threat to Private Child Care

by Rich Scofield

The January/February '91 issue of Child Care Information EXCHANGE reports that the top 50 owners of child care centers, representing a total of 3,492 centers, feel that even a greater concern for them than the present economy is the "... growing competition from public school systems. Nearly 100% of the owners identified this as their number one threat."

School-age care is one big component of this "competition", along with the expansion of four-year-old programs and other early childhood programs in the public schools. Expansion of Head Start to include full day programs with extended afternoon care and possible school-age care is not an immediate threat. This is because the families using Head Start are not able to afford private child care. The new wrinkle to this will be the voucher system under the new federal Child Care and Dependent Block Grant. It remains to be seen if private centers and other programs will now be fighting over children from low-income families. The other question is how much of a boost to enrollments will the new federal dollars provide.

The bottom line for school-age care is that public school systems still need to remain sensitive to private providers.

One reason schools often cite for getting into school-age care, beyond availability and affordability is the need for quality of care in their community.

It has been my experience that no one group can guarantee quality. Just because the care is provided by the public schools or by a non-profit group does not mean the care is better than that provided by a private provider.

It seems all sorts of providers are having difficulty providing quality care that meets the developmental needs for choice, independence, responsibility, and purpose. Until programs can meet the varied developmental needs of school-agers in after school settings, their goals should focus on quality - not competing over the number of children served.

(See page 13 for "Quality School-Age: Challenge of the Nineties".)

Until programs can meet the varied developmental needs of school-agers in after school settings, their goals should focus on quality - not competing over the number of children served.

$4.25 Minimum Wage Is Not April Fool's Joke

The federal minimum wage increases from last year's boost from $3.35 to $3.80 to $4.25, starting April 1st. Programs need to evaluate pay structures, budgets and fees in relation to this overall 27% increase in minimum wage.

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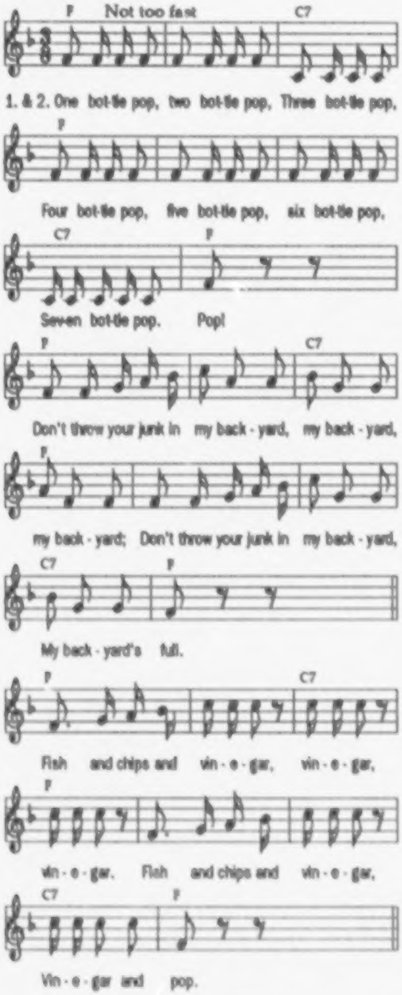
Humor Is... Song

Bottle Pop


F
Not too fast
C7
1. & 2. One bot-tle pop, two bot-tle pop, Three bot-tle pop,
Four bot-tle pop, five bot-tle pop, six bot-tle pop,
Sev-en bot-tle pop. Pop!
Don't throw your junk in my back-yard, my back-yard,
my back-yard; Don't throw your junk in my back-yard,
My back-yard's full.
Fish and chips and vin-e-gar, vin-e-gar,
vin-e-gar. Fish and chips and vin-e-gar,
Vin-e-gar and pop.

This round is popular across the United States. The first half sings, "One bottle pop. . ., through "Pop!". The second half starts "One bottle pop . . . when the first group sings, "Don't throw your junk in my backyard."

To add Hand and Body motions to this song, count on fingers through 7; clap for "Pop!"; shake index finger admonishingly for "Don't throw" thru "My backyard's full; make swimming motion for "fish and chips and vinegar"; and clap at the final "Pop!".

Humor Is... Riddles

Riddles are puzzling descriptions that are solved by guessing.

Puns are plays on word[a] sounds and meanings.

- Playing in the Traffic, by Ima Fool.
- Two coin collectors got together for old dime's sake.

Conundrums are riddles that have puns for answers.

- When is the best time to go to the dentist? (Tooth-hurty).
- What kinds of apple does Oscar the Grouch like? (Crab apples).

Tom Swifties are sentences that use double meanings in verbs or adverbs.

- "I hate cheese," he said sharply
- "I'm a car seller," she[b] said valiantly, not dodging the question.
- Make up sentences for...

"______________________________,"
she said swiftly.

"______________________________,"
he said dryly.

Think Pinks are riddles with a rhyming adjective and noun for the answer.

- What do you call a happy father? (a glad dad).
- What do you call an airplane pilot? (a fly guy).
- Think up Pinks to add to a Think Pink Bulletin Board.

Tongue Twisters repeat the same phrase, with increasing speed, without stumbling on a sound or word.

- Three free throws...
- Red leather, yellow leather...

Limericks are verses of five lines. This first, second and fifth have three beats and rhyme, while the third and fourth lines have two beats and rhyme.

- Read Something Big Has Been Here or New Kid On The Block by Jack Prelutsky.
- Read A Light In The Attic or Where The Sidewalk Ends by Shel Silverstein.
- Make up your own:
  A limerick is written with ease[c]
  To rhyme one is really a breeze.
  Take paper and pen,
  Write the first line and then,
  (Ask another to finish it, please.)

Spoonerisms make funny sentence sounds by changing the beginnings of words.
"One morning, as she[d] tuttered her boast, a girl asked her mother what was for dinner. 'Ching spricken and screamed pinachm' said her mother. Then she went out to play with her kisky fritten."

Fun Raisers

Raise Fun(d)s for your program by sponsoring a joke and riddle book and record fair. Contact companies like Scholastic or Gryphon House for a variety of the many humorous books that are on the market to sell.

The Last Laugh

Humor is....Learning!
The joke is on us, to enjoy, and to learn, just for the "Pun" of it!

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a. Cox, Carole. (1988) Teaching Language Arts. Massachusetts: Allyn and Bacon.
b. Espy, Willard. (1972). The Game of Words. N.Y.: Bramhall House.
c. Mulas, Margaret E. (1964) Games and Stunts. N.Y.: Harper and Row.
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by Nancy Mahar. See page 8 & 9 for more **Humor is...**

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Tooothy Twist

Aileen Fisher, in **But Then**, tackles the everyday problem of losing a tooth with a unique new perspective:

> *My tooth fell out*
> *and left a space, so*
> *big my tongue*
> *could touch my*
> *face. And every*
> *time I smiled, it*
> *showed a hole*
> *where something*
> *used to grow. I*
> *missed my tooth,*
> *as you may guess,*
> *But then, I got to*
> *brush one less!*

photo by Nancy P. Alexander

Adding Humor to the Serious Business of Survival

by Nancy Mahar

Give children the tools to handle the challenges of life, and enable adults and children to laugh problems back into realistic proportions. These stories and poems are all examples of a few of the tools available.

Harry, The Dirty Dog by Gene Zion (Harper and Row) shows us that being dirty is more funny than naughty and, in **No Roses For Harry**, even losing a sweater can have its merits. Harry demonstrates ingenious problem solving techniques when he invents ways to protect his ears from the high-pitched singing of **The Lady Next Door**. **The Napping House** by Audrey Wood (San Diego: Harcourt Brace Jovanvich: 1984), and “The Yipiyuk” from Shel Silverstein's **Where The Sidewalk Ends** (NY: Harper and Row, 1974) repeat problems in very humorous patterns.

Sometimes problems really are insurmountable. In these cases, we can either laugh or cry. Both are healthy emotional releases that free us up to think more rationally and clearly. Finding anything to laugh about — even the irony that so many things could possibly go wrong at once — becomes the best medicine. Try some absurdity, nonsense and silliness, just to get the giggles out: Jack Prelutsky's **Rolling Harvey Down The Hill**; **Imogene's Antlers** by David Small (NY: Crown Publishing, 1985); **Animals Should Definitely Not Wear Clothing** by Judi Barrett (NY: Aladdin Books, 1970) or **Would You Rather** by John Burningham (NY: Thomas Crowell, 1978).

Or just make up your own silly statements, ridiculous rhymes or nonsense names, like **Pickles Have Pimples And Other Silly Statements** by Judi Barrett (NY: Atheneum, 1986).

Storybook heroes who overcome incredible odds become role models for children with big problems. **Dr. DeSoto** by William Steig (NY: Farrar, Straus and Giroux, 1982) is a mouse dentist with a fox for a patient; **Alexander**, too, has a **Terrible, Horrible, No Good, Very Bad Day** by Judith Viorst (NY: Atheneum, 1977).

Situations can be overwhelming as well: **The Man Who Stole The Atlantic Ocean** by Louis Phillips (NJ: Prentice Hall); **Nothing Ever Happens On My Block** by E. Rasking (NY: Atheneum); and **The Hoboken Chicken Emergency** by Daniel Pinkwater (NJ: Prentice Hall, 1976).

Putting in a Good Word for Being Wrong !

by Nancy Mahar

With all the emphasis today on tests, norms and accountability, wrong answers on worksheets and homework are dreaded by parents, teachers and schoolagers alike. From a more scientific approach, however, mistakes are the motives for experiments, the basis for research, and the best way for us to learn. In fact, some wrong answers are so unrealistic, they are fun to play with. By asking children to dramatize these inaccurate scenarios, or discuss, "What would happen if ...?" we all learn to take mistakes less seriously.

Wrong Solutions

"The Peanut Butter Story" (Author Unknown) is an enjoyable dramatization of the wrong solutions to a problem.

There are three ways to get peanut butter out of your mouth. (Narrate in a garbled manner with a pretend mouth full of peanut butter.) The first way is to shake it out. (Shake your head.) But it won't come out. The second way is to blow it out. (Blow.) But it won't come out. The third way is to take it out with your finger. (Pretend to remove it.) Say clearly, "And the peanut butter comes out." There are three ways to get peanut butter off of your finger. The first way is to shake it off. (Shake finger.) But it won't come off. The second way is to blow it off. (Blow with gusto.) But it won't come off. The third way is to bite it off! (Pretend to bite the peanut butter.) Say with garbled voice, "There are three ways to get peanut butter out of your mouth!"

The Silly and the Absurd

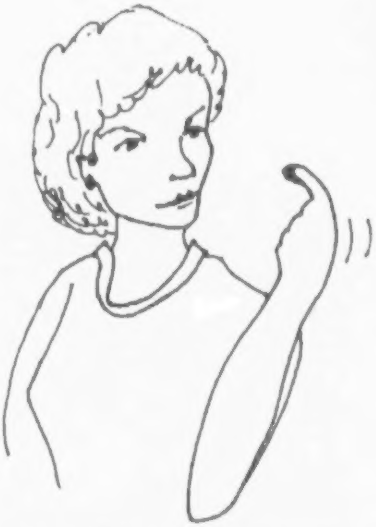
Because humor is incongruity, it challenges us to think at higher levels: to develop concepts we know, then to create new answers, question old answers, and then ask more questions. Even when children laugh at the silly and absurd, they are acknowledging and appreciating why those solutions and decisions wouldn't work.

"I got it!"

When children do solve a problem, or make a decision, they burst with pride. "I got it!" becomes the favorite and familiar phrase when children finally understand a punch line. This delight in mastery triggers a desire to repeat the challenge, and is the reason why children go over their favorite stories, songs or games again and again. In choruses in songs, for example, repetition brings back all the enjoyable elements — pride in accomplishment, pleasure in sharing and delight in the discovery. This repetition reinforces memory, so that, years later, our problem solving and decision making still reflect those positive outcomes of previous successes.

Daily problems and decisions force us to grow by thinking, experimenting, succeeding and failing. Humor gives us a positive perspective to face these challenges and to become stronger and healthier in the process.

Even when children laugh at the silly and absurd, they are acknowledging and appreciating why those solutions and decisions wouldn't work.



There are three ways to get peanut butter off of your finger. The first way is to shake it off.

See page 4 for children's books that bring out the absurd, the silly, the laughter in situations filled with conflict and problems.

The Social Benefits of "The Giggles"

by Nancy Mahar

Humor invites us to explore new ways to look at ourselves and at the people around us. It is a powerful force in building self-esteem.

Humor's power to enhance self-esteem comes from the pride children feel in mastering an incongruity, or in sharing an incongruity with a friend. As children share in their delight in discovering and mastering discrepancies, friendships become stronger and communication becomes more meaningful.

Making light with comics

Another way to share humor is through cartoons. Kids can create their own cartoons by drawing a situation and labeling it with words of surprise or double meaning. Comics are a series of cartoons, in progressive order, which depict an incongruous story. Children can also collect cartoons in a scrapbook. They might choose to clip and collect their favorite comics and cartoons to donate to a hospital, health facility or to people confined to their home.

Tickling truths

Many times school-agers (and adults!) have socially unacceptable thoughts or ideas which frequently can be expressed politely through humorous outlets. H.A. Rey's Curious George gets into all kinds of trouble doing things we'd never dream of doing. Or would we? How much fun it might be to jump into a pot of spaghetti noodles, climb to the top of a museum dinosaur, or ride on a cow! Humor allows children to be naughty in acceptable ways.

Bathroom jokes are children's expression of their fascination with the incongruity between life as it is supposed to be and life as it is. Bathroom activities are supposed to be private, but children know they happen. The surprise of not conforming to the norm, of mentioning the unmentionable, and then sharing the giggles with other children who had the same unspoken thoughts, are reasons why bathroom humor is so popular.

Bathroom jokes are children's expression of their fascination with the incongruity between life as it is supposed to be and life as it is.

Kids know what society's expectations are for them, but they are still fascinated by behaviors that do not meet society's approval. Harry Allard's Miss Nelson Is Missing highlights children's penchant to be less than perfect. When Miss Nelson discovers the tricks of the children in her class, she surprises them in return.

Shifting scenes

Through humor, children can explore who they are by playing with who they're not. They can laugh at their situations by changing their point of view. In The Shrinking of Treehorn, by Florence Parry Heide (1974), Treehorn views himself and his family from the sudden perspective of being very small. For younger children, Thomas' Snowsuit and Moira's Birthday by R. Munsch exaggerate the heroes' situations in hilariously funny episodes.

Through a sense of detachment, children can step outside themselves, watch their worlds with curiosity, and then mold their own situations into comfortable and workable proportions.

Humor is more than jokes. Humor is an attitude, a deliciously good-humored state of mind that builds upon itself. It is an inner confidence, an empathetic sharing, an emotional refresher and a friendship builder.

Humorous books that deal with self-esteem and relationships include: Judith Viorst's When I'm Six, I'll Fix Anthony, Suzy Kline's Horrible Harry in Room 2B, Johanna Jurwitz's Tough Luck Karen, Lois Lowry's All About Sam (a sibling) and Judith Viorst's Tales of A Fourth Grade Nothing.

P.O. Box 40205 • Nashville, TN 37204

Delighting in Discrepancy

by Nancy Mahar

"I brought my Kleenex with me because my nose is running," said Rachel.

"Be careful," said the teacher. "Don't let it run away."

Rachel's expression turned from worry about her cold, to surprise, to laughter. Then she responded, "Well, if it does, I'll catch it with my Kleenex!"

What is this magic called humor that fills a program with surprise, imagination and laughter?

Paul McGhee's Humor: Its Origin And Development (San Francisco: W. H. Freeman, 1979) describes a sense of humor as a delight in discrepancy: a lighthearted, playful interpretation and appreciation of incongruity.

In a school-age program, humor can range from a good-humored atmosphere, with its balance of banter, humming of activity, and its quiet, unassuming, yet pervasive, feeling of healthy wholeness, to rowdy, raucous, extroverted laughter that emerges from excited expressions of joy. Sometimes this laughter is so contagious that an entire group can swell into a hearty response — even for no apparent reason. This spontaneous combustion is called "group glee."

Whatever our definition of humor is, we know when it's there and when it's not. Good humor grows from environments that are safe and comfortable. If children are afraid of being teased or embarrassed, mimicked or hurt, they are not at ease to appreciate or explore incongruity. If it's not fun, it's not funny, and fear is not fun.

There is no universal formula to prescribe what is funny, because humor depends upon each person's perception. However, there are some general elements to guide us in fostering humor development in children. In addition to providing a safe, comfortable environment, we can:

Build On The Familiar

Humor involves playing with concepts that are known and understood. For example, before children can appreciate the humor in changing Old MacDonald's Farm to a Zoo, *(see p. 8)* children must know the song's melody and original cast of characters. Likewise, children cannot conceive of the humor in having "a frog in your throat" unless they realize the phrase means congestion. Youngsters may become concerned if they really think we're "tied up in traffic" or "going to kill Bobby if he doesn't behave."

Good humor grows from environments that are safe and comfortable

Change The Emphasis

or perspective of concepts. Aileen Fischer (Inside A Little House: Row, Peterson, 1940) is an expert at this.

Houses are faces, haven't you found?
With their hats in the air,
and their necks in the ground.
Windows are noses, windows are eyes,
and the doors are the mouths
of a suitable size.
And the porch — or the place where
porches begin,
is just like a mustache,
shading the chin.

Add Elements Of Surprise

If concepts are too familiar, children find them boring. If surprises are too frightening or overwhelming, however, they also cease to be funny. For example, children enjoy costumes because they can pretend to be someone else, but surprises turn to fears if masks or costumes are too convincing. Babar And The Ghost by Laurent de Brunhoff (NY: Random House, 1981) is filled with delightful surprises that are not boring or too scary. Children enjoy watching the elephant ghost surprise the grown-ups, one by one.

Play!

Not all play is humor, but all humor is play. According to Catherine Garvey (1977), "Play is pleasurable ... spontaneous ... voluntary ... and involves some active engagement of the player." And "All play requires players to understand that what is done is not what it appears to be." Play (Cambridge, MA: Harvard University Press).

Communicate

Through language, drama or cartoon, sharing humor doubles the fun and strengthens bonds of friendship. Sometimes the most serious messages can be communicated through humor, for example, a sign on the program door that reads, "Love Spoken Here," or "Children In Progress."

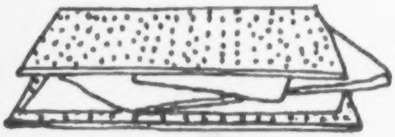
Humor is a feeling — a comfortable, playful, "re-freshing" way of looking at life from new and unusual perspectives. Because humor challenges us to think, act, communicate and to try new approaches, it adds spontaneity and fun to school-age situations. Humor is at the heart of school-age programs; it helps children learn, because children learn through play, and it helps children play, which is what childhood — and school-age care — are all about.

Humor Is . . . . Humor Is . . . .

Humor Is ... Incongruity

For younger school-agers, take any concept that is familiar and comfortable and change it just a bit.

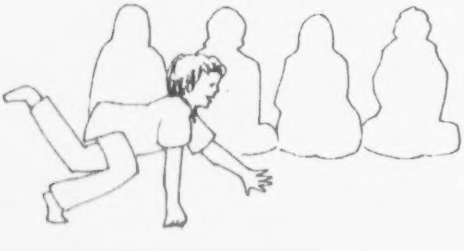
- **Make a cracker sandwich** by placing a cracker



between two squares of cheese.

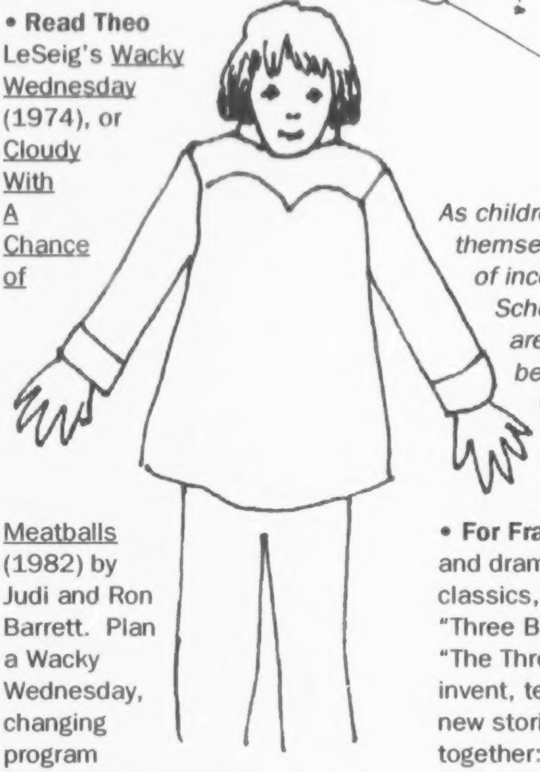
- **Change the farm animals** in "Old MacDonald's Farm" to zoo animals, or items of clothing, "Old MacDonald had a shoe... hat... coat...

- **Change "Duck, Duck, Goose"** to "Worm, Worm, Snake" and crawl rather than run around the circle.



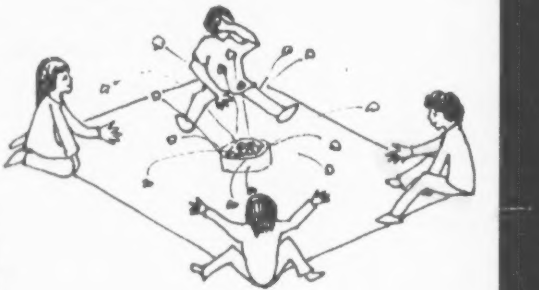
- **Sing Raffi's "Willoughby,[1]** Walloughby, Woo," changing each child's name to begin with "W": Waria for Maria, Wim for Kim.

- **Sing "Down By The Bay"[1]** by Raffi. Keep making up new verses, like "Did you ever see an alligator in an elevator?" Younger children will make up verses that don't rhyme; the concept alone is funny to them. Older children enjoy the concepts and the rhymes. Make pictures or collages to go with each verse.



- **Read Theo** LeSeig's Wacky Wednesday (1974), or Cloudy With A Chance of Meatballs (1982) by Judi and Ron Barrett. Plan a Wacky Wednesday, changing program routine for a day. Perhaps children can wear pajamas, have breakfast foods for afternoon snack, wear jackets backwards, whatever they decide.

- For **Popcorny Snack,** spread a clean sheet on the floor. With kids sitting around the edges, place an uncovered popcorn popper in the middle, and watch the popcorn pop into the air and onto laps.



As children grow, they challenge themselves with a wider variety of incongruities. (Caution: School-agers under age 7, are not as flexible and can become anxious and worried when their routines are changed too much.)

- **For Fractured Fairy Tales**, read and dramatize children's classics, like "The Three Bears," "Three Billy Goats Gruff," and "The Three Little Pigs." Then invent, tell, write and dramatize new stories by combining them together: "Once upon a time, there were Three Bears named Gruff...."

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Humor Is . . . .   Humor Is . . . .

Hilarious Homonyms have the same sounds but different meanings.

- Draw pictures of
    - a "toe" truck
    - a "foot" ball
    - a "butter" fly, "horse" fly, or a "dragon" fly
    - a person who's tied up in traffic, or tied up on the phone
    - a rolling pin
    - a hot dog
    - cottage cheese
- Display the pictures, hiding the titles on the back, to see if people can guess.
- Read The King Who Rained (1981) by Fred Gwynne.
- Investigate Amelia Bedelia by Peggy Parish, to see how she dressed the chicken, drew the drapes and put out the lights.
- Delight in Eight Ate: A Feast of Homonym Riddles (1982) by Marvin Terban.

Predictable Patterns Humor builds when we can guess or anticipate what happens next. Then add an element of nonsense, just for fun!

- Read Fortunately by Remy Charlip (1987), and The Piggy In the Puddle, (1974), by Charlotte Pomerantz.

Surprise Children delight in encountering the unexpected and feel a sense of mastery when they conquer it.

- In Richard Scarry's Cars and Trucks and Things That Go, find the gold-bug that's hiding on every double page.
- Read Miss Nelson Is Missing by Harry Allard and The Shrinking of Treehorn by Florence Parry Heide.
- Hide Treasures, perhaps extra snacks, and leave clues on or under each napkin at snack time.

Nonsense and Absurdity humor is delight in discrepancy. Sometimes the more absurd the concept becomes, the funnier it gets.

- Why did the elephant step on the marshmallow?
(He didn't want to fall into the hot chocolate.)
- Read Animals Should Definitely Not Wear Clothing (1980) by Judi and Ron Barrett, and The Napping House (1984) by Audrey Wood.

And That's That! Just when you're ready for any surprise, the biggest surprise is that there is no surprise!

- What word is always spelled wrong? (Wrong.)
- Are We Almost There?[2] is a record by Troubador that transforms everyday problems, like "Boring Car Blues," "What Did You Learn In School Today?" and "You Hurt My Feelings" into workable solutions, by adding humor and a rock beat to real life situations.
- Dramatize an everyday conflict so that children can see, from a detached perspective, how humorous their actions look from another point of view.

Humor Is... References

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by Nancy Mahar See page 3 for more **Humor Is...**

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Time To Be Everready—And Energize!

by Jim Therrell, MSP

> *"Nothing great was ever achieved without enthusiasm."*
> — Ralph Waldo Emerson

> *"If I could just find the energy, I know things would go more smoothly."*
> — Latchkey Leader

> *The two most powerful tools for developing a higher level of energy and enthusiasm are: "hardiness", and wellness habits.*
> – Jim Therrell

Wouldn't it be magical to plug into a human battery to recharge energy and enthusiasm?!

Enthusiasm from the Greek, *enthos*, "spirit within", does make things go more smoothly. When it comes to leading successful activities, enthusiasm from the leader is the magic potion. From deep within, this spirit becomes the driving force which creates the magnetism to draw kids into the realm of play. No energy, no enthusiasm . . . no motivation, no play.

The two most powerful tools for developing a higher level of energy and enthusiasm are: "hardiness", and wellness habits. After being with kids in a leadership capacity for over fifteen years, I've come to depend on these two concepts for the energy needed to interact effectively with kids.

Hardiness

Hardiness is a concept that has been researched and documented by Susan Kobasa and Salvatore Maddi at the University of Chicago. It's one of the best ways of adapting to and coping with life stress. Hardiness has three components: challenge, control, and commitment. Persons having balanced portions of these three components are better able to handle stress.

Sense the **challenge** (rather than threat) when faced with change and novelty. This deepens the intrinsically rewarding nature of task performance.

Delve into the feeling of **control** over (rather than powerless toward) whatever is happening. This will stimulate exercise of imagination, skill, and choice.

Experience **commitment** to (rather than alienation from) whatever one is doing. This increases the number of tasks that will appear interesting.

In other words, see the kids and your leadership task as a playful challenge, not an unpleasant task or burden to be suffered. Having control fosters a sense of competence about your abilities and yourself. Make doubly sure that you're doing exactly what you want to be doing, that you're committed! Otherwise, you're wasting both your time and the kids' time.

A feeling of freedom of choice in being with the kids will free-up untold reservoirs of energy and goodwill. Of course, these are also qualities that leaders want to model and pass on to kids!

Wellness Habits

Attitude . A definite cycle is at work when it comes to developing a healthy attitude. In order to have a positive attitude with the kids, act in a positive way. In turn, to act in a positive way, develop a healthy attitude, *ad infinitum*. One begets the other.

First thing I do in the morning is sit up in bed, take three deep breaths, and visualize positive interactions with the kids for a couple of minutes. Or, I read something of a positive nature. I do the same thing right before conking out for dream land.

When first awakening and right before sleeping, the mind is at an alpha state — a powerful state of consciousness. This is when you're most likely to absorb something, learn a new behavior, or develop a fresh attitude or perspective.

Also, try centering exercises or meditation to help balance and improve attitude and behavior. Even five minutes is long enough to provide big benefits. Lord knows, kids sometimes make every attempt to keep adults off balance!

Diet. Basically, throw away the salt shaker and sugar bowl, eat lotsa fresh vegies and less or no red meat, stick with unrefined carbohydrates whenever possible, and drink lotsa water. School-age staff need good fuel in order to stay with those race cars called kids. Plus, eliminate that big mid-day meal to avoid feeling sluggish and sleepy in the mid-afternoon. Eat a good breakfast (remember what Mom said) and try healthy snacks instead of the big meals.

Part of the diet that isn't food — SLEEP — will make or break your energy. I'm talkin' 'bout peaceful/restful sleep, not tossin', turnin', worryin' sleep. Do what ya gotta do during the waking hours, but make sure you clear away anything that might prevent a daily routine of quality rest. It's not necessarily how long you sleep, but how well you do it (as with most things!).

Exercise. Not exerscuse! About 20 minutes at target heart rate oughta do it, 3 - 4 times a week. Instead of relying on one form of exercise, develop a few different ones — puts less stress on any one portion of the body, and it certainly alleviates boredom. Try walking, hiking, a sport, aerobics, bicycling, *playing with the kids,* swimming, dancing...

Energy Sappers: Besides sugar and alcohol, here is a partial list of those things that sap your energy.

TV—Coach Potato-itis

SNIOP? Are you Susceptible to the Negative Influence of Other People?

Procrastination/Delaying/Blocking

Wimping/Waffling, not Risking

Cold Pricklies instead of Warm Fuzzies

Not Knowing What You Want

Fear/Jealousy

Insincerity/Masks

Repressing Your Feelings

Bossing/Controlling

Energy Boosters: And now for the good stuff!

LOVING

Yoga/Stretching/Good Posture

Positive, Caring Self-Expression

DO IT NOW!

Cooperating/Communicating

Openness/Letting Go/"Giving Yourself Away"

Well-Defined Values & Boundaries

LAUGHING & LEARNING

These lists could go further, but you get the idea. Throw in a pound of hardiness, add several slices of wellness, add your favorite energy boosters, (leave out any of the usual sappers), and you've got the makings of an energized, enthusiastic play leader. Try this recipe for at least six weeks, and have the time of your life! The benefits to both you and the kids will be virtually unbounded . . . Giving love to others begins by loving yourself — practice those wellness and hardiness habits. ENERGY and ENTHUSIASM will be yours. The magic battery is inside you — plug in at any time!

(Note: energy is the degree of clarity and aliveness you feel, whereas enthusiasm is your manifestation and demonstrative use of energy.)

Jim Therrell , The Master Ringleader of Play

Please send your questions to: Mr. Play, c/o Professional Play Leaders Association, POB 1891, Pacifica, CA 94044, 415-359-7331. Therrell is a regular SAN columnist, Instructor at San Francisco State Univ., national seminar and keynote presenter, provides Certification of Professional Play Leaders, and is the author of "HOW TO PLAY WITH KIDS" (includes C.O.O.L. KIDS, PLAYING FOR K.E.E.P.S., and HOTGAMES"). See page 15 for order information.

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The Cultural Connection

There were twenty of them - all seven to twelve years old. As they practiced their lines or put together costumes, they looked like a regular school-age program in action. Except... except that ten of them were poor and urban and ten were rich and suburban. How did they get together and what did their created connection mean?

Elizabeth Moreau deserves the credit. As Director of the William Byrd Community House After School Program, she brings a new dimension to the word "community." In fact, the main purpose of her work is to bring people together - old and young, rich and poor, adults and children, and people of all cultures and creeds. William Byrd, a United Way settlement house, serves inner city people in in Richmond, Virginia.

Three years ago, in an attempt to bring socio-economic diversity to her African-American children, Elizabeth invited ten children from The Collegiate School, an independent, private school from kindergarten through grade twelve, to join ten William Byrd children for three months.

Pulling together with stories from the past

To pull the children together, Elizabeth and Collegiate School's Clare Sheer planned non-competitive sports, computer games, child-made snacks and other non-threatening group activities. From these beginnings, interests in each other's backgrounds evolved. Guests visited the center, bringing their talents, memories and stories. A black historian told about his childhood in Richmond; a musicologist, James "Plunky" Branch, shared his saxophone and his knowledge of jazz and blues; and 86-year-old Snowball Crump, who danced with Bo Jangles, taught the children to tap dance.

"Old Times" Played Out

Inspired by these guests from Richmond's past, children began repeating and acting out their stories, songs and dances, and a play called "Second Street Revisited" emerged, with eleven vignettes of black life in the '30's! The children's bus driver, who was also a pentecostal minister, became the choral director, leading the children in a chorus of gospel music.

"As we compare, share and relate with other cultures, ages and times, we find out about ourselves and about the many ways we are all alike.

Because Richmond was a hub of black culture in the '30's, the children learned the history of their own families and city, and because they worked together, sharing responsibilities as well as friendships, the children also learned how many ways they were alike, and how few ways they were different. "Each school had preconceived differences and they found out they were wrong," said Elizabeth. "They giggled, got mad and were proud just the same!" The play's success lay not only in its involvement of children of several cultures, but also in its drawing in of parents, grandparents, relatives and friends throughout Richmond.

Crossing All Barriers

Last year, the Cultural Connection again joined programs to sponsor a play, and again invited the community to participate. This time, with a group of 10-12-year-old children, they tackled an issue that plagues families in every neighborhood - drugs and alcohol. Guests from the community, including policemen, 17-year-old recovering alcoholics, and teachers, helped children to dispel myths and to realize that any form of abuse takes its toll, not only on the abuser, but on the entire family.

This year, one of the William Byrd children was so anxious to have another play, she wrote it herself to be performed at the center.

By setting the stage for interaction and involvement, Elizabeth has allowed children to play out their own stories. She concludes, "As we compare, share and relate with other cultures, ages and times, we find out about ourselves and about the many ways we are all alike.

In an attempt to get her own children involved, and to help them realize their likenesses, Elizabeth has opened many new worlds, not only for her children and Clare's, but for all the children, families and neighbors they have touched over the past three years.

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Quality School-Age: Challenge of the Nineties

by Richard T. Scofield

School-agers need time to assimilate all the day's events and new ideas. When are they going to have time for this assimilation and time to be creative if they are in adult-directed activities until 5:30 or 6 p.m. each day?

Richard T Scofield
Child Development Specialist
& Publisher of SAN

The challenge of the 1990s is the quality of school-age child care. While school systems are beginning to realize the potential of after-school care, they also feel the pressure to improve academic scores – the push for "the basics." Thus, in terms of quality for school-agers, it will be important to maintain and expand the quality of "child-responsiveness" rather than succumb to an extension of the school curriculum, particularly one that is driven by continual adult-directed activities.

A quality school-age program sets up the environment to allow for child-initiated activities. Children need a break from continual adult-directed experiences. They need to play and have fun. School-agers need time to assimilate all the day's events and new ideas. When are they going to have time for this assimilation and time to be creative if they are in adult-directed activities until 5:30 or 6 p.m.? People (children included) are better problem solvers and think more creatively when they are not intensely focused.

"Children of all ages need uninterrupted periods of time to become involved, investigate, select, and persist at activities."

This statement is from *Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8* **(Sue Bredekamp, NAEYC 1987)**. It goes on to assert that:

"The teacher's role in child-chosen activity is to prepare the environment with stimulating, challenging activity choices and then to facilitate children's engagement."

A child-centered approach to children's environment and learning is not a new concept. John Dewey believed in 1910 that education needs to emphasize a consideration of a child's interests and abilities in planning self-directed learning activities.

What does this mean in after-school care? It means we must REALLY listen and consider what the children are saying. We must focus on what THEY are interested in–not a fixed curriculum.

It means the children have choices and decision-making opportunities about what goes on in the program. Meg Barden Cline has said: "Given a safe, not too sterile environment and an adult nearby, most school-age children spontaneously plan a good after-school program."

Nearly a half century ago, Clara Lambert, in *School's Out: Child Care Through Play Schools*, wrote:

"The play program is developed around ... children's interest in the occupations of the immediate world, and their personal experiences. ... They transform ... raw materials (sand, water, blocks, paints, clay, wood, tools, scrap materials, and toys) into play which fits their own emotions and experiences. ... Unlike the activity in school proper, which must cover the subjects of a fixed curriculum, the play projects may be short-lived, changing with children's rapidly shifting interests."

This passage is as relevant today as it was then. It demonstrates the need for planning while remaining flexible as well as the need to incorporate the play interests of the children.

Edited excerpts from a keynote speech delivered to the Texas Conference on Latchkey Children in September, 1989.

Notes and Quotes from Our Readers

January, 1991

Dear School-Age Notes:

School-Age Notes has become a welcome addition to the libraries of school-age child professionals. Therefore, it is important for those in Indiana to be equally recognized for their efforts as well as those from other states.

Indiana Association for School Age child Care or IASACC was represented at the Annual Conference in Washington, DC - - along with the many other state organizations mentioned in your last newsletter. *(Jan/Feb '91)*

IASACC, organized in 1987 as a Task force has evolved into a full-fledged nonprofit corporation with over 100 members. Guidelines for School Age Child Care have been developed through a grant for the Indiana Department of Human Services, and IASACC will sponsor its third conference this April with Judy O'Bannon, wife of our Lt. Governor, and Representative John Day as our speakers. IASACC has also established a lending library

As president of IASACC, I speak on behalf of the board members who would appreciate a correction/ addition in the next edition of School-Age Notes.

Thank you for helping Indiana become recognized for its efforts in SACC.

Ellen Clippinger
Indianapolis, Indiana

Special Events

March
National Women's History Month
Call: 707- 838-6000

March 17 - 23, 1991
National Poison Prevention Week
Call: 602-626-7899

April
National Humor Month
Call The Humor Project at 518-587-8770 for information about their April conference and their resources.

April
National Observance of Child Abuse Prevention Month
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Who's Counting?

by Charles Pekow

How many school-age children are left unsupervised when they're not in school? The last federal count showed two million, for at least part of the day. Well over 800,000 at last count were left alone most of the time their mothers worked, the Census Bureau (CB) found when it last asked working mothers how their children were cared for. In the fall of 1987, 800,000 were children aged five to 14 were reported by their mothers as left on their own most of the time school was out. And another 1.293 million were reported left alone part of the day when school was out.

And these numbers don't count those not living with their mothers or those with unemployed mothers or mothers in school. On top of that, CB realizes that many mothers won't admit to interviewers that they leave youngsters alone for fear of endangering them or because they're ashamed of the practice. And the bureau only asked about three children per family, so the figure doesn't include more than three latchkey children from larger households.

CB counted 19.718 million grade-school aged children of working mothers. Of these, 14.014 million attended class most of the time mom worked. Most of the rest had mothers who worked odd shifts and required some extended care. But many more parents left their children alone when school was out. In August, 13.2% of the children were reported left alone during most of the day, compared with only 4.8% in the fall.

Only 10.3% (619,000) of the children who attended school most of the time mom worked were in organized child care facilities during most of the out-of-school hours. Most of the rest had a happier fate than being left alone, though. More than 2.2 million were cared for at home, usually by dad or another relative.

For 36 pages of tables breaking down child care costs by region (including a few pages of analysis), order Who's Minding the Kids?, Current Population Reports, Household Economic Studies, Series P-70, No. 20, GPO Stock No. 803-044-00008-2 from Superintendent of Documents, U.S. Govt. Printing Office, Washington DC 20402, (202) 783-3238. Cost is $2.25. Visa and MasterCard taken.

Charles Pekow is editor of the "Day Care USA" newsletter.

War Questions

PBS (Public Broadcasting Station) has a brochure to help adults answer kid's questions about the war. Send $1 to: "Kids Ask About War Guide", PBS, 1320 Braddock Place, Alexandria, VA 22314.

More Conferences

(continued from page 16)

GEORGIA

April 25 - 28, 1991
Save the Children Nat'l Family Day Care Tech. Assistance Conference
Atlanta, GA
Contact: Joe Perreault
404 - 885 - 1578

FRANCE

May 25 - June 6, 1991
France Education/Child Care Study Tour, co- sponsored by KY Dept. of Education and KY Coalition for SACC Graduate/Undergraduate credit or audit through University of KY
Contact: Ruth Fitzpatrick
502 - 564 - 3678

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RESOURCES

SAC Conferences

FLORIDA

March 7 - 9, 1991
FL SACC Coalition
5th Annual Symposium
Maitland, FL
Contact: Jim Atkinson
407-539-6269

May 9 - 11, 1991
How Successful Directors Manage
6th National Conference
Orlando, FL
2 SACC sessions by Rich Scofield
Contact: Dora Fowler
How Successful Director's Manage
POB 256
Palantine, IL 60078
708-991-7740

INDIANA

April 12, 1991
IASACC Spring Conference
Marten House at Indianapolis, IN
Contact: Evelyn Eschenhoff
615 N Alabama
Indianapolis, IN 46204
317-266-9622

IOWA

April 17 - 20,1991
Mid-West AEYC Conference
School-Age Track - 20 workshops
Des Moines, Iowa
Contact: Kim Thuente
515-270-9030 x372

NEW JERSEY

March 15 - 16, 1991
NJ Coalition for SACC Conference
Somerset, NJ
Contact: Selma Goore
609 - 452 - 2185

NORTH CAROLINA

May 17 - 18, 1991
SACC: By the Children, For Every Child Keynote: Michelle Seligson
Research Triangle Park, NC
Contact: Day Care Section
701 Barbour Dr
Raleigh, NC 27603
919-733-4801

SOUTH DAKOTA

March 26 - 27, 1991
SD SACC Conference
sponsored by Governor's Office, Office of Child Protection, & SDSU
Pierre, SD
Keynote: Ellen Gannett & R. Scofield
Contact: Kim Goodfellow
605 -688-5730

TENNESSEE

March 22 - 23, 1991
Governor's Third Conference on SACC - "Quality SA Programs: An Oasis for the Imagination"
Featured Keynote Speakers:
Tracey Ballas and Maria Whelan
Contact: Cathi Witherspoon
615-741-3312

WISCONSIN

May 3 - 4, 1991
2nd Annual WISACC Conference
Milwaukee (Waukesha), WI
Keynote: Rich Scofield
Contact: Debra Nelson
WECA
1245 E Washington Ave Ste 260
Madison, WI 53703
608-257-0909

CANADA

May 10 - 11, 1991
The 3rd Out-Of-School Conference
Edmonton, Alberta
Keynote: Linda Sisson
Contact: Craig Gnauck
Grant MacEwan Community College
POB 1796
Edmonton AB T5J 2P2 CANADA
403-462-5664

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ISSN0278-3126 © 1991 School-Age Notes — A National Resource Organization on School-Age Care — Pioneering the Field Since 1980

Parents in SAC: Who Needs Them?

photo by Nancy P. Alexander

Cassandra Gipson revels in having her mother spend a few moments "participating" in SAC. The look on Cassandra's face answers the question, "Parents in SAC: Who Needs Them?".

Inside

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EDITORIAL

The Good Old Days, Or The Better New Days?

Oftentimes we have a way of glorifying the past as we relentlessly seek to recapture it. Feverishly we collect antiques, search for missing branches on the family tree and rummage through favorite photos to find our heritage.

As we dust off the family photos, we may envy the image of the fathers of yester-year who were solely responsible for the income, and of the mothers whose only roles were the care of the children. In our cob-webbed memories, life may have seemed so much simpler. However, Alice Walker's The Color Purple depicts bygone days that no woman, man or child would ever return to. In reality, many mothers whose only roles were to nurture were as unfulfilled as the fathers, who were solely and exclusively responsible for the paycheck and discipline.

The other side of the family photo reveals another story. Francine Blau, in "Women in the Labor Force: An Overview" asserts that women (mothers) have always worked in the labor force. Immigrant, poor and minority women have worked outside of the home longer than white women. Contributing to this was the status of the fathers who may have been absent, dysfunctional or receiving subsistence wages. Bearing the burden of double duty, many mothers worked without the "luxuries" of child care, career opportunities or extended family and community support.

Thanks in part to the Woman's Movement, coupled with the advent of birth control pills in the 1960's, the natural childbirth movement of the 1970's, and a dramatic economic shift, the roles of mothers and fathers are coming together toward an expanded whole.

Women are graduating from college in record numbers, bearing children at a later age, and by choice, and carving careers from mushrooming opportunities. Equality for women in the workplace has yet to be achieved, but it is a vision that most women a century ago would not have even considered.

Thanks in part to the Woman's Movement, coupled with the advent of birth control pills in the 1960's, the natural childbirth movement of the 1970's, and a dramatic economic shift, the roles of mothers and fathers are coming together toward an expanded whole.

Fathers, on the other hand, are letting go of their traditional grip on the responsibility of bringing home the bacon. With the emergence of birthing centers to replace the stark and sterile delivery rooms, came the birth of fathers into the world of nurturing. Fathers now also bring home their hugs, tears and masculine loving styles into what used to be a strictly feminine domain.

Change is not easy. Today's incredible changes in family styles came about because the good old days were not as good as we might wish they were. For better or worse, the good old days are over. The Father Knows Best and Richie Cunningham styles of families have been replaced by Thirty Something, Kate and Allie and Cliff and Claire Huxtable on The Cosby Show. Early films, such as Li'l Rascals, which are grim reminders of how little knowledge adults had about child development, have been replaced by Sesame Street and The Wonder Years.

With the knowledge and wisdom we now have about child and human development, we can work together as partners in mothering, fathering, grandparenting, stepparenting, single parenting, neighboring or caregiving. As school-age professionals, we are part of this newly-spun fragile but resilient web that holds together and supports the family at work, in and outside of the home.

by Nancy Mahar and Bonnie Johnson

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Promoting Parent Participation

One of the chief ingredients of a quality school-age program is an actively involved parent population. The following are ideas that have been successful in helping parents be a real part of school-age care.

Parent Pageant

Make a bulletin board display of pictures of all the parents when they were children! (If parent's childhood pictures are unavailable, pictures of parents with their children can be substituted.)

Sofa and Coffee

At the Carol Robertson Center in Chicago, an old, comfortable sofa awaits weary parents as they arrive to pick up their children, after a long day at work. Coffee is also ready, inviting parents to rest a while, and chat with staff and with other parents and their families.

Family Corner

Set up a corner especially for parents - with books, magazines, videotapes, and brochures about parenting issues and concerns. Have available children's books, educational games, and arts and crafts materials, so parents can help children with classroom or afterschool projects.

Wish List

Because many parents want to help, but are unsure where their efforts are needed, offer parents a list of ways they can help. Specifics might include: escorting on field-trips, donating supplies (computer paper, dress-ups, fabric remnants, records and books, old crayons,) donating a special snack, or offering to help with homework on designated days.

Prop Box Letter

Dear Parents:

We are making prop boxes. These are creative play tools that allow your children to practice their imaginative, creative, and problem-solving skills. Prop boxes give school-agers an opportunity to learn through playing out real-life careers, skills, and information.

For example, a Travel Agent prop box would have travel posters, old airline tickets, boarding passes, maps and tourism brochures. The play that grows from this might be taking an imaginary trip to a foreign country, making passports, learning foreign phrases and customs.

This week we are creating a ______________ Prop Box and are collecting "props" for it. We need the following :____ ______________ .

Supper Workshops

The Homewood School Age Child Care Program offers workshops for parents and staff, on issues of common concern, like child development or stress management. For a small fee, parents, children and staff share a light meal. After supper, child care is provided while adults attend their workshops.

Network of Support

Distribute and post lists of people, agencies and phone numbers to call for help with family problems, like sibling rivalry, substance or personal abuse, separations, or transitions.

Newsletter

To keep parents informed and involved, send home a newsletter at regular intervals. Children can write stories about program activities, share recipes about their favorite snacks, and create cartoons about things that happened. Include dates of special events, program policies and procedures - all the facts that parents should know.

Handling Those Difficult Situations

Every program has its share of unpleasant moments. Handling difficult situations, however, is only part of our job; sharing the incidents with parents is another!

Prevention First

- Make sure all policies and rules are in place, understood, and agreed upon ahead of time by parents, children and staff. Issue Policy Handbooks to every family and staff member. Invite discussion and request signatures. Point out lesser-known routines, like early dismissal contingency plans, or the necessity of packing swimming attire on pool days, **before** these occasions arise!

- Adhere to all policies. If 6 p.m. is the program's closing time, offer no exceptions; follow through on pre-planned consequences. Similarly, if the rule is, "If you hit, you sit," it must mean just that to children.

- Encourage positive, on-going communication. Introduce families to all caregivers. Staff can wear nametags, or have their pictures posted on the bulletin board, for identity and recognition.

- Keep parents informed. Post daily activity plans. Send notes home as needed. Issue newspapers regularly. Send a newsletter to both parents if divorced.

- Encourage parent suggestions or ideas and follow through on them. Try the suggestions, inviting parents to participate in the process. Let parents know how the new ideas worked.

- Communicate in a variety of ways. Back up verbal communications by sending home flyers, written notes, or by making phone calls. Parents, children and staff are often too tired at the end of the day to remember all the details of important reminders or messages talked about at dismissal. .

- Record what the child was like when arriving at the program. Perhaps she made a new friend, or hadn't finished her lunch. Perhaps he did well on a test, or was upset about one. Perhaps children were restless and tired when they arrived. Parents need to know about their children's school days.

- Stay Child-Centered. Work toward the child's best interests, whether it be in communication, planning or programming.

- Respect families of every style. Families are a unique as each child. Support the strengths and uphold the dignity and character of each parent.

Communicating the Negative

- Keep a dated logbook of all injuries and negative or questionable incidents. Written accounts should be accurate and factual, not feelings or opinions. Children can write their own accounts of the incidents, date them, and add them to the file as well.

- Work out negative incidents with the child or child[illegible] before parents arrive. Ask the child to help you tell the parents not only what happened, but what was done to resolve it.

- Designate trained and skilled staff, such as the director or group leader to respectfully communicate all problems or potential problems to the parents. Assistants can attend as witnesses, or to help the children involved, but they should not initiate disciplinary discussions.

- Be aware that repeated incidents of irresponsible or unacceptable behavior on the part of children or families are signals that changes or outside help may be needed. As part of a neighborhood and community network, programs and staff can do more good by sharing information about community organizations designed to address the observed symptoms than by trying to deal with the symptoms alone.

- Know that one program cannot meet everyone's needs, and cannot be all things to all people. If problems continue, for example, if parents are continually late, or children continually disruptive, and all attempts at communication and partnership have failed, the family and program may not be a good match. Help the family to explore and find other alternatives. This could be a program with different ages, routines, priorities, approaches, or hours, or with a family treatment component or support group.

by Nancy Mahar with ideas contributed by parent, Meghan Johnston and director, Gena Lindyberg at Y's Time Afterschool Program in the YMCA of South Saratoga, NY from their workshop, "We're in This Together".

A Sample Policy and Procedure for discharging a child from the program.

Discipline and Discharge

The following excerpt is from the "Policies and Procedures Parent Handbook" section of **Before & After School Programs - A Start-Up and Administration Manual*** by Mary MacDonald Richard.

Children are entitled to a pleasant and harmonious environment at the Program. The Before and After School Program cannot serve children whose display chronically disruptive behavior.

Chronically disruptive behavior is defined as verbal or physical activity which may include but is not limited to such behavior that: requires constant attention from the staff, inflicts physical or emotional harm on other children, abuses the staff, ignores or disobeys the rules which guide behavior during the school day and Program time. If a child cannot adjust to the Program setting and behave appropriately, then the child may be discharged.

Reasonable efforts will be made to assist children to adjust to the Program setting. Disruptive behavior will be dealt with in the following manner.

1. The misbehaving child will be given a five minute time-out, in order for him/her to cool off and think about his/her actions.

2. If a second, 10 minute time-out is given to the child in a single day, an incident report will be written by the caregiver. This report is to be given to the parent or guardian to read and sign. The report will be returned to the caregiver where it will remain with the child's enrollment information.

3. If a child receives three written behavior-related incident reports, the child will be suspended effective at the end of the day of the third report. During the first week of the suspension, the parents, caregiver and a member of the Board of Directors, other than the child's parent, will meet in a conference setting in order to determine the conditions for reinstatement. Parents will be responsible for the payment of tuition during the period of suspension or until the child is withdrawn form the Program or is discharged by action of the Board of Directors. Tuition and refund policies shall be as set out in Section V. Fees and Payment, #3 and #4.

4. If the child is reinstated in the program and receives a fourth behavior-related incident report, the director may suspend the child immediately, including if necessary, notifying the parent to come and get the child. The director may make such recommendation to the Board of Directors as are appropriate, including discharge without the right of reinstatement. The director will bring this to the prompt attention of the Board of Directors who will act upon the recommendations of the director regarding continuation of the child in the program. Parents will continue to be responsible for the payment of tuition during the period of suspension or until the child is withdrawn form the Program or is discharged by action of the Board of Directors, who will notify the parent. Tuition and refund policies shall be as set out in Section V. Fees and Payment, #3 and #4.

5. If the severity of a problem is great enough that it could endanger the safety of the child or other children in the Program, discharge will be effective immediately after the director consults with the Board of Directors who will notify the parent.

*Just published by SAN, **Before & After School Programs: A Start-Up and Administration Manual** is a "policies and procedures" book with models, applications, forms, and information about starting and running a school-age program. It includes budgets, non-profit status, job descriptions, staff handbook, staff evaluation, parent handbook and much more. Available from School-Age NOTES. $24.95 + 2.50 s & h .

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Parents & Play?

*by Jim Therrell, M.S.P.**

Many parents are hesitant and even loathe to play with their school-age kids. And probably vice versa. Somehow play becomes messy, chaotic, frustrating, or turns into a loud name-calling argument. Should parents be playing with their school-age kids?

A resounding **Yes!** Let's take a close look at the benefits of you playing with your kids.

Parents playing with kids can provide a:

☐ Positive adult role-model for healthy play and relationships;
☐ Renewed sense of your child-self and wonder about the world;
☐ Refreshing openness and honesty in communication;
☐ Way to practice mutual problem-solving and adaptation skills;
☐ Bonding experience and strengthened rapport with one another;
☐ New ground for mutual respect and trust;
☐ Sense of "esprit de corp" through mutual support;
☐ Special loving connection and memories for both kids and parents.

How do parents go about developing healthy play with their children?

☐ Make sufficient time to play whether spontaneous or planned;
☐ Learn to interrupt your schedule when respectfully requested to participate in some activity. Otherwise, clearly explain why you can't participate at this time.
☐ Feel free to ask (unless repeatedly rebuffed) "Ya wanna play a game?"
☐ Be prepared to give up your choice of activities;
☐ Listen with an open, clear slate — without expectations or judgment;
☐ Whenever possible, engage in win/win, cooperative, problem-solving types of games and activities;
☐ When playing traditional games (which kids and adults get plenty of!) try to negotiate or sneak in a handicap to even-up the challenge (play opposite-handed, multiple bounces) without upsetting children's sense of being "good enough" to compete on an even footing;
☐ Ask questions and propose alternatives to resolve issues— empower rather than take over or dictate.

Before diving relentlessly into the play lives of your kids, it should be emphasized that kids benefit just as much or more from free play. Whether the play is structured or free, the role of parent is to facilitate children's play; to know when to interact and when to step into the background; and to encourage and empower the kids to take self-initiative and self-responsibility for their own play.

Keep clearly in mind that fun, laughing, and maybe a little unforced learning — not winning— are the main objectives. As a parent myself, I know and feel the tremendous responsibilities in raising kids. A big part of balancing such a task is to let yourself have fun — to let your "child" come out to play. Playfulness with your children will help to create a model for the next generation of "adults"— a model for how to treat their kids . . .

And by the way, when you do play, it's really okay to get dirty, to permit a little chaos, and to be frustrated at times. What counts is how you resolve to continue the play, or to end it for another day.

* Based on "How To Play With Kids: A Powerful Field-Tested Nuts & Bolts Condensed Guide To Unleash and Improve Your 'Kid-Relating' Skills by Jim Therrell, M.S.P., $12.95 (postage paid!) to: PROFESSIONAL PLAY LEADERS ASSOCIATION, P.O. Box 1891, Pacifica, CA 94044. A national columnist on group leadership and instructor at San Francisco State U., call Jim for details on his keynotes and National Play Leader Certification Program at 1-800-359-7331.

Key to Fun — Play Styles

by Mara J. Briere

Parents want to know that children are having fun. Since fun is a subjective, intrinsic experience (Neulinger, 1981), what is fun to some is not fun to others. Add to this that school-age programs serve a diverse population with unique and variable needs and interests. Therefore, the more information staff have about individual school-agers, the more likely they will be able to meet their fun needs.

What can help with this process is the information about Learning/Play Styles which are based on Carl Jung's psychological types. People Types and Tiger Stripes (Lawrence, 1979) contains an observation checklist that can be used in order to acquire information about individual children's Learning/Play Styles (Ibid, pp. 69-77).

Four dimensions of play style, consisting of two modes each, are 1. personality structure, 2. perceptive processes, 3. judgement processes, and 4. attitudes taken toward the outer world. The dominant mode within each dimension determines an individual's type.

Personality Structure

Extroverts are active in the outer world, always on the look-out for stimulation. They tend to be verbal and to focus on people and things. Extroverts plunge into new experiences, often without thinking about what they are doing. These individuals are communicators, sharing ideas and experiences, asking questions in order to check out the expectations of the group or leader. They tend to be more outcome-oriented than process-oriented, more interested in the finished product than in the procedure. Extroverts like group games, competitive sports and team activities.

Introverts are concerned with patterns and meanings, possibilities and imagination. They are adept at reading between the lines. Introverts are cautious, holding back from new experiences, quiet, shy, reviewing and analyzing before acting. They bottle up their emotions and are hard to understand. Preferring to establish their own standard, they like quiet spaces, a select group of friends, and focus on processes rather than outcomes. Introverts enjoy board games, reading, puzzles, walks in the woods, and very small group activities.

Perceptive Processes

Sensors are practical, concrete, here-and-now thinkers. They attend to details and perceive the world with the five senses. Sensors are realistic and practical, working steadily to get the job done. They like routines, the status quo, the way things are. They enjoy working with their hands, owning things, making things work. Sensors enjoy playing with manipulatives, sewing, handicrafts, ceramics, music (playing and listening), and hands-on discovery activities.

Intuitors are concerned with patterns and meanings, possibilities and imagination. They are adept at reading between the lines. Intuitors are challenged by that which is new, seeing the whole picture and not enjoying detail-oriented projects. They're intrigued by problems that require a leap into the imagination. Intuitors like to have and do things differently from others. Leave them raw materials to play with and you'll be amazed at what they pretend and create! They enjoy mysteries, detective stories, scavenger hunts, languages, and the visual arts.

Judgement Processes

Thinkers are logical and firm-minded. They use objective and impartial criteria to make decisions and determine actions. They are concerned with cause and effect. Seekers of Truth, deeply concerned with fairness and justice, ideas, facts and policies are more interesting than social relationships.

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Paying Homage to the Homefront

Showing Off

Take trips to parks, playgrounds or shopping centers near the homes of the school-agers in the program.

Ask those children to lead the tour, pointing out and describing their homes and favorite places of interest. Bring along a Snack Picnic.

Make maps of the tours, measuring distances between homes and other landmarks.

Making Work Places A Family Affair

Plan tours to places where parents work. Ask parents (or grandparents, aunts, uncles, cousins) to escort children through their factory, office or job site, telling about their job and facts of interest along the way. Include parents whose place of work is in their home.

Parents-As-Children Day

Allow children to plan an entire afternoon (or even 15 minutes for time-short parents) for their parent(s). Children can fix the snack, choose the games, read stories to their parents , push them on the swings, or complete a craft with them. Maybe parents can create and sing a new verse to a SACC song.

Parent Paste-Up

Collect old magazines and newspapers. Cut out an abundance of sayings, pictures, quotations and phrases that remind school-agers of their parents and families.

"Paint" a blank cardboard background with liquid glue, then cover with collected pictures and words superimposed and overlapping.

Hero(ine) Day

For "A Mother's Day" or "Father's Day" Supper, slice length-wise one or two six foot loaf of bread. Each family brings an ingredient to fill the six-foot sandwich. Some can bring cold cuts, some tomatoes, others onions, cheese, pickles, lettuce, mustard, or mayonnaise.

Soothing Presence

For a refreshing gift for a parent's special day, tint Epsom salts (purchased in any drug store) with their favorite food coloring, and mix in a few drops of their favorite perfume or cologne. Fill baby food jars with the scented and colored salts. Cover and decorate the jar tops.

Promises, Promises

Make a coupon book as a birthday or special day gift. Each page promises a treat:

- ✔ One Hug
- ✔ One uninterrupted nap in the afternoon
- ✔ One garbage take-out, when it's not my turn
- ✔ One bed-making, when it's not even mine
- ✔ One dish-doing, when it's not my turn
- ✔ One batch of child-made peanut butter cookies
- ✔ One walking of dog.

NOTE: All ideas in Curriculum Corner are designed to be carried out by the school-agers themselves. The role of adults is facilitator, guide, expander, helper, resource and sometimes co-implementor.

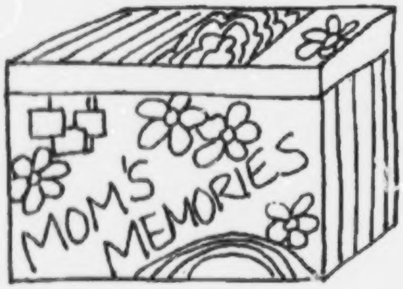
Paying Homage to the Homefront

Personalized Stationery

Decorate the tops or bottoms of pages in a tablet of white paper with artwork created by individual school-agers . Whenever notes need to be written to parents, use this custom-designed stationery.

Memory Keeper

As a gift, each child decorates a cardboard box, about the size of a milk crate, with contac paper or favorite works of art. This box can be used to collect family memories, like ticket stubs, post cards from vacations, schoolwork, calendars that outlined the family's activities, the first baseball mitt, winning soccer shoes, favorite artwork, anything important to Mom, Dad or a special family member.



trEAT Trades

Collect a favorite summer recipe from each family. Create and "publish" as a cookbook. Identify each recipe with each child's and family's name and photo. Give as gifts or sell as a fund raiser. Each week, make and eat one family recipe.

Special Day Greeting Cards for Home Folks

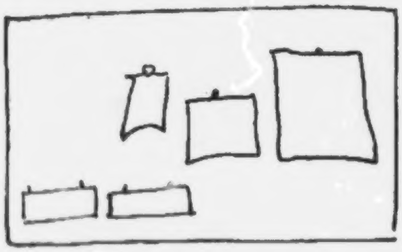
Type "Just For A Minute" or some other saying or poem about children or parents on a plain piece of paper. Paste onto a construction paper background. Fold the paper in half, with poem in center. Decorate the outside with markers, glitter or yarn, and add a personal note, sign with name and date.

Searching for Old Stories

Children, families and staff plan outings to local places of interest, like museums and old monuments. To record local stories, keep a diary or log and invite parents and families to share their knowledge, opinions, and memories of the local past.

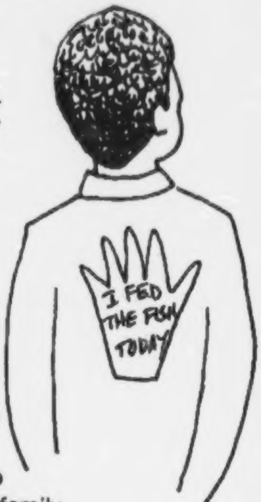
Message Board

Make and decorate a mini-message board. Boards can be made from recycled/re-used corrugated cardboard. Cover with cloth or paint. Choose a special spot at home to hang the mini-message board. Attach program messages and information for the whole family to see.



A Pat on the Back

Whenever a child is "caught doing something good," write the good deed on a piece of paper, which has been cut in the shape of a hand. Pin or tape the hand on the back of the child, so friends and family can join in the pride.



Portable Pouch

Ask families to donate books which children have finished reading. From this "Lending Library", each child, on a designated day, can choose 1 book to take home and enjoy for the evening. Books can be transported to and from the program in a special SACC sack which kids can sew and decorate themselves. Use heavy-duty cotton or denim and fabric crayons or paint or embroidery thread.

Family-A-Thon

Sponsor a parent/child/staff bike-a-thon or walk-a-thon for a chosen cause, like a new SACC program, a children's hospital, or a community museum.

by Nancy Mahar

TRAINING TIPS

Archway Programs Implements a Telephone "Hot Line" to Support School-Age Child Care Staff

by Steven Rosen

As school-age child care programs continue to expand their services, the need to provide support services to caregivers increases. Programs are being asked to accept children with special learning/behavioral needs, in addition to dealing with the on-going adjustment problems of the typical child. In New Jersey, through the Federal Dependent Care Grant, a staff training manual titled "More Alike Than Different", was developed to assist in the integration of special needs children into school-age child care settings. While this was a step in the right direction, Archway Programs, a large non-profit educational/ human services agency in South Jersey, has taken this staff support concept one step further.

Archway Programs has developed the "SACC Hot Line", reaching out to its 54 staff members who serve over 600 children. The "Hot Line" offers assistance and advice in working with children who may be creating problems or are having difficulty adjusting to the program or their environment. "Dr. Peter's Hot Line", as it is affectionately known, is staffed by Dr. Peter Kaufman, Ph.D., the Chief Psychologist on Archway's Child Study Team. The line is open on Fridays from 11:00 A.M. - 2:00 P.M. for caregivers to call in with questions and concerns. Through the phone discussions, the providers have an opportunity to rethink their work with the children, and if the situation continues, "Dr. Peter" will offer additional support by visiting to observe the child in action. In addition, he may meet with parent and child together in an effort to assist in the child's adjustment. Dr. Kaufman logs each phone call and when he sees areas of repeated concern, will present workshops and give staff an opportunity to question him as a group.

The Archway "SACC Hot Line" is reaching out to 54 staff members who serve over 600 children. The "Hot Line" offers assistance and advice in working with children who may be creating problems or are having difficulty adjusting to the program or their environment.

Presently, Archway only offers this service to the eleven school districts with which it is affiliated. Hopefully, the hot line will be expanding to cover additional programs. Archway is also actively pursuing additional funding from school districts, county and state government, as well as the corporate and foundation community, in an attempt to expand this needed support service to all staff and children that might profit from it. For further information about the staff training manual, call Jasmina Vinci at (609) 292-1946, for information on "Dr. Peter's Hot Line", please call Steve Rosen at (609) 753-8530.

Steven Rosen is Director of Corporate Child Care ARCHWAY PROGRAMS in Atco, NJ.

DIRECTOR'S CORNER

Summer First Aid for Parents

by Kate Hacker

Many details and a staggering variety of tasks to consider are involved in planning a summer school-age program. Consideration of parents might not seem a high priority in the midst of all this planning flurry. However, the quality of the program will be enhanced by a conscious consideration of the needs of busy parents in the summer.

The first contact with many parents will be when they inquire about the program with a view to enrolling their child. This is an important contact for the center and for the parent because it can create a lasting first impression. Arrange for staff member who has been a part of the planning team and has good rapport with parents to handle these initial contacts. In this initial interview the staff person can assure the parent that:

1. their child will be safe and well cared for;

2. that the center has planned a program of such diversity that the child will have fun;

3. that the parent will always be aware of the schedule of activities and trips; and

4. the parent is encouraged to take time off and join in the fun.

Many situations in a summer program can give parents anxiety about their children's safety. The center staff is responsible for assuring parents that safety is a priority of the program and its staff. Some of these concerns will be allayed by posting and including in the summer brochure all of the center's safety measures, policies and procedures. Up-to-date emergency numbers are especially important in the summer because of the centers' increased activity schedule and travelling on field trips. Encourage parents to provide extra emergency numbers because of vacation schedules.

Designate at least one staff person to greet kindergarteners and their parents when they arrive. These parents need special attention in the summer. Kindergarteners are coming from a "protected," preschool environment and many parents are anxious about the contact with the "older" children. Some are afraid their little ones will get lost or bullied unmercifully. Reassure parents that their children will be closely watched and will have a scheduled nap or rest time every day.

The center's summer brochure can convey a spirit of fun and excitement, can give details the activities and welcome them to participate in their child's summer day. A catchy name that is different from the one used during the year helps capture the spirit of summer and, if the brochure is printed on bright, summer colored paper, it catches the eye and attention. One help for parents is to make a "month-at-a-glance" list of field trips and "special" theme days on a "tear off" sheet to be posted in a conspicuous place in the home. Field trip permission slips can also be attached to the brochure; have one for each field trip. This method encourages the parents to remember the field trip date because there is a deadline for the permission slip.

These organizational details can avert misunderstandings and will convey to the parents that their children are in good hands. The intangible and essential first aid for parents in the summer is a sensitive staff who has an understanding and empathy for the challenges of working parents. A welcoming smile from the staff and a happily tired child is very soothing medicine for parents at the end of the day.

Kate Hacker is a veteran SAC professional, specializing in drama. She is a consultant on issues of quality in SACC.

continued from page 7

Often unaware of others' feelings and the effects of their behaviors on others, Thinkers are more truthful than tactful. Thinkers enjoy games of strategy like Chess and Bridge, word games, debates and books about real people, events, and things.

Feeling types apply personal priorities to situations. They weigh human values and motives. They seek out relationships and look for underlying interconnections. Feelers are people-people, more interested in people than in things or ideas, taking emotional relationships and ideas seriously. More tactful than truthful, they value harmony above all. Feeling types are people-pleasers, subjugating their needs for the needs of others. They enjoy cooking, New Games, dramatic and pretend play, and group activities.

Attitudes

Judgers want closure, even when they're not ready for it! Judgers are deciders, planners, organizers, schedulers. They are adept at controlling and regulating. They're goal-oriented. Judgers set up "shoulds" and "oughts" and live according to these self-established guidelines. These individuals tend to make situations conform to their own standards of "the way things ought to be". Not comfortable with spontaneity, they live according to plans. Very loyal to friends, the bases of their relationships tend to be assumed mutual beliefs, standards and tastes. Judgers enjoy stable routines which include sensible nutrition and exercise, any activities with clear, definite guidelines and rules.

Perceivers are open-minded and open-ended. They're adaptable, curious and thrive on change. Information junkies, they resist closure in order to gather more data. Perceivers are spontaneous, flexible, and live according to the needs of the moment. These individuals seek change, grow through diversity, and love uncovering new perspectives on old situations. Although plagued by indecisiveness, they are open to new experiences and manifest a "live and let live" attitude. Friendships are based on a sense of comraderie and shared experience. Willing to try anything, Perceivers begin many more projects than they complete. Dramatic play, using media equipment like video cameras, crafts of all kind, community efforts, etc. are all open for fun!

By borrowing extensively from the Learning Styles resources that classroom educators use, school-age staff can ascertain such information and adapt it to SAC. Using an objective checklist with documented samples of noted behaviors can enable staff to communicate important information to the significant others who interact with children on a regular basis, thus facilitating play experiences that are fun and memorable to all!

Sources

Johnson, Virginia R., "Teaching and Learning Styles", Science Scope, April/May 1987

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Neulinger, John, To Leisure: An Introduction, Allyn & Bacon, Inc., Boston, MA, 1981

Zero, D. and Herrin, C., Lecture notes April 1988, Notre Dame College, Manchester, N.H.

Mara J. Briere is Site Coordinator at Bedford SACC in Bedford, MA.

USDA, Kellogg's Fund SAP

by Charles Pekow

Two famous institutions dedicated to feeding the populace are feeding the need for school-age child care. The United States Department of Agriculture's (USDA) Cooperative Extension Service and the Kellogg Foundation of Battle Creek, MI, related to the cornflakes maker, are supporting the Community cares project of the National 4H Council. Part of this project involves starting and supporting 26 on-site programs and two support centers as "centers for action" for school-age programs.

The centers, one in the San Diego 4H and the other at the University of Missouri at Columbia, are to provide technical assistance to the other programs. The local 4H grantees can either provide child care themselves, build coalitions to provide care in their communities, or subsidize programs.

Community Cares is also developing a complementary curriculum of "theme weeks", to such topics as science, animals, and of course, food & nutrition. Grants for the program (which also includes resource development and training volunteers to work with at-risk youth) totals $5.9 million from Kellogg and $7.5 million from USDA.

Because of the extensive use of volunteers, 4H can provide care at less than going rates, says project chief Gary Heusel.

Bush Proposes No New Support

by Charles Pekow

Despite the popularity of child care in politics, the federal government doesn't want to increase support more than it already has. The Bush Administration's proposed budget for FY 92 (which starts October 1, 1991) offers the same spending figures for programs supporting school-age child care as the FY 91 levels, allowing inflation to take its toll.

The budget proposes $731.925 for the second year of the Child Care and Development Block Grant, $2.8 billion for the Social Services Block Grant (SSBG), $13.2 million for the Dependent Care Block Grant and $1.4 million for the Child Development Associate scholarships. In all cases but SSBG, Congress is free to add more, if they can find it.

Charles Pekow is editor of the "Day Care USA" newsletter.

Making It to The "Top 50"

Child Care Information EXCHANGE will publish the following "Top 50" lists. Do you belong on one (or more)?

Largest child care facilities? (July 1991)

Church-housed child care (September 1991)

School-age child care (November 1991)

For-profit child care (January 1991).

So far the largest school-age program under one roof that SAN has found is Davidson Academy in Nashville, TN with 418 school-agers enrolled and licensed for 450.

If you believe your organization qualifies to appear on one of these lists, call EXCHANGE at 206-883-9394.

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Avoid Sex Stereotyping Your Child

Parenting experts feel that differences in how boys and girls are raised start at birth. For example, many people tend to think of baby girls as beautiful and delicate while baby boys are considered big and strong. But, if today's children are to become women and men who can create a society free of sex stereotyping, we must understand how such stereotypes are created and what we can do to avoid them.

PTA Today , the National PTA's magazine, tackles this controversial subject in its March 1991 issue. Dr. Melitta Cutright, author of two books for the National PTA on Parenting, urges parents to think about what kind of role models they are. "Does dad do only yard work and household repairs while mom cooks, cleans and changes diapers?" she asks. "Rather than raise your child as a boy or girl, raise the child as his or her own individual," she suggests.

Even if parents want to raise their children in less stereotyped ways, most don't know how, according to Cutright. "They are so accustomed to a world where girls are considered weak and inferior and where boys must be strong that they don't even realize that they have accepted those values. Therefore, if you want to raise your child in nonsexist ways, the first thing you should do is to think about your assumptions about men and women and your lifestyle," Cutright continues.

To avoid sex role stereotyping, the National PTA suggests that following nonsexist ways parents can raise their children. Raise both girls and boys to strive to:

- Like math and science and expect to do well in these subjects
- Enjoy art, music and dance
- Believe they can control their own destiny
- Cook, clean and fix things
- Cry as well as laugh
- Stand out from the crowd and value their individuality

Additional suggestions can be found in the upcoming book that Cutright is writing for the National PTA to be published by Doubleday in 1992.

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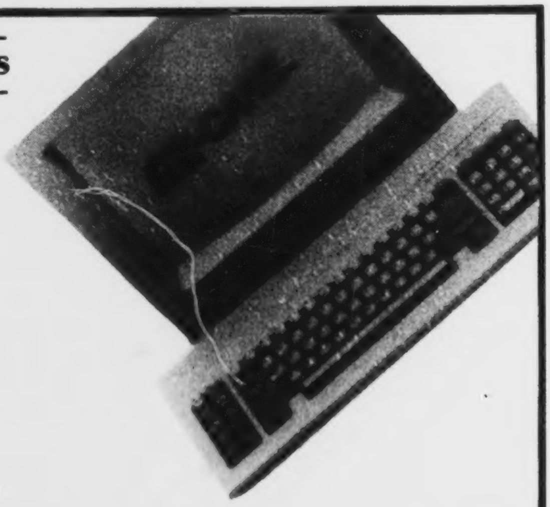

National Study of Before and After School Programs

RMC Research Corporation, in collaboration with Methematica Policy Research and the Wellesley College School-Age Child Care Project, has been awarded a contract by the U.S. Department of Education to conduct a national study of before and after school programs. The study is examining the prevalence, structure, and features of formal programs that provide enrichment, academic instruction, recreation, and supervised care for children between the ages of 5 and 13 before and after school, as well as on vacations and holidays.

As a rapidly growing form of child care, before and after school programs are creating a host of questions that this study will endeavor to answer. Issues studied include whether differences in sponsorship affect program content, how multiple needs of children (particularly disadvantaged children) are met by various programs, how programs are coordinated with the public schools, and what factors affect quality of programming.

Data for the study will be gathered through a computer-assisted telephone interview of 1,300 nationally representative before and after school programs. A significant portion of the sample will be drawn from programs associated with the public schools, but the sample will also include programs sponsored by and/or located in religious institutions, day care centers, art councils, corporations, and recreation departments and other youth serving agencies. Among the school related programs, a special emphasis will be placed on sampling those serving low income families.

In addition to the telephone surveys, site visits to 18 specially selected programs will provide a deeper understanding of program operations by analyzing such issues as the criteria used by parents in selecting programs, the aspects of programs children find most satisfying, and staff factors like education, salaries, and turnover that influence program quality.

Since this is the only nationally representative study of before and after school programs, it should establish, for years to come, the parameters within which public and private sector decision-makers set policies and allocate resources for these programs. The study's final report will be issued in January 1992. For more information, contact one of the study's co-principal investigators — John Love at RMC Research (1-800-258-0802; in New Hampshire 1-800-244-7175) or Michelle Seligson at Wellesley College (617-235-0320) — or contact Elizabeth Farquhar or Joanne Wiggins at the U.S. Department of Education (202-401-1958).

SAC in Ethiopia?

We are always amazed at the different places we receive requests for information about SAN and SAC. The most recent came from Ireland and Ethiopia!

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RESOURCES

SAC Conferences

MICHIGAN

October 24, 1991
4th Annual SACC Conference, sponsored by Tri-County Intermediate School Districts
Warren, MI

The tri-counties of Macomb, Oakland and Wayne represent the 3 largest ISD counties. Last year's SACC conference drew over 500 attendees.

Contact: Sue Javid
Macomb ISD
44001 Garfield Road
Mt Clemens, MI 48044
313-228-3480

PENNSYLVANIA

July 25 - 26, 1991
Lancaster YWCA's sixth annual SACC Conference, "When School's Out - What Then?"

This 1991 Conference is designed to meet the needs of program directors, child care providers, family day care providers, school administrators and educators, and community child care advocates.

Contact: Nancy Graupera
Lancaster YWCA SACC
110 North Lime Street
Lancaster, PA 17602
717-396-6800

Missing Books?

The post office returned two books – School-Age Child Care: An Action Manual and Avoiding Burnout in Early Childhood Education – found loose in the mail in February . Be sure to return books in strong, padded envelopes. Contact us if you have not received a refund for books returned.

Scriptographic Booklet Prepares Youth for Global Neighborhood

"People and Nations," a new 28-page study booklet about world geography was expressly developed to make youngsters aware of the interrelationship of all nations in the "global neighborhood."

Using a combination of text, graphics, maps and charts, this 8 1/2" x 11" booklet provides information on the 172 nations currently in existence — population, per capita income, literacy rates, type of government, and more — to give the basics for learning about the differences and similarities of people around the world.

"People and Nations" is ideal as a starting point for discussion about the momentous changes taking place world-wide and the impact they will have on the future of America's children.

For further information, write to Sally W. Keir, Dept. PR, Channing L. Bete Co., Inc., 200 State Rd. South Deerfield, MA 01373. To order booklets 1-800-628-7733, or 1-413-665-7611.

Study Available!

School-Age Child Care in America: Findings of a 1988 Study , published by Wellesley SACC Project is a survey of state departments, licensing and providers to compare what's happening in the field - standards, ratios, staff qualifications, salaries, fees, funding sources, and program components. 34 pages. Available from School-Age NOTES. $6.95 plus 1.75 S&H.

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School-Age NOTES

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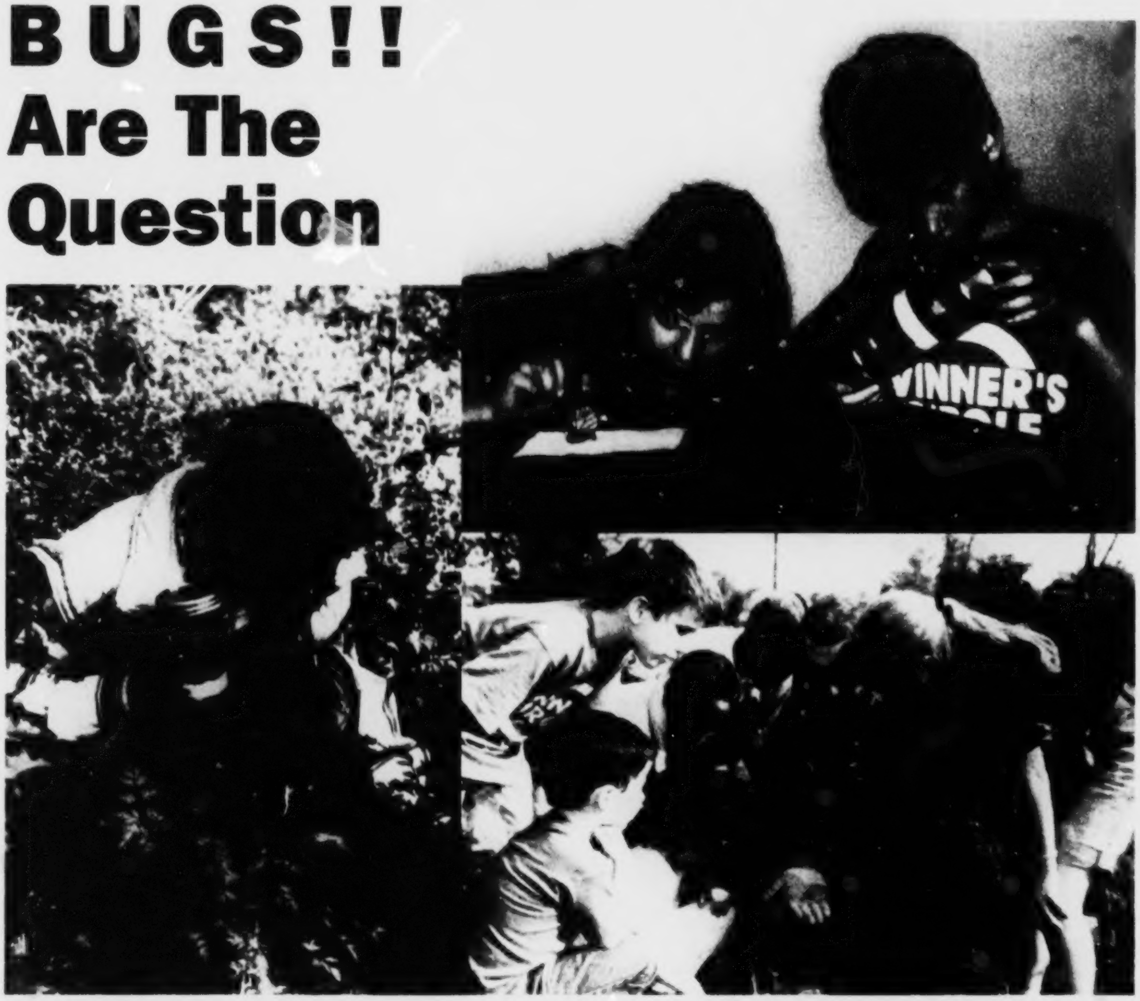
BUGS!! Are The Question



photos by Nancy P. Alexander

The expressions on the faces and bodies of these school-agers tell the story of curiosity, intrigue, intentness, captivation and studied patience that the world of bugs can call forth.

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EDITORIAL

From Kindergarten to Coors

Robert Fulghrum in his sensible book, "All I Really Wanted to Know I Learned In Kindergarten", devotes one chapter to the game of Hide and-Seek. Fulghrum talks about sometimes kids play the game too well and can't be found. He goes on to say how this spoils the fun. The object of the game is to play, to hide, to seek, to find and be found. Sometimes, we continue through life forgetting to let ourselves be found; we get too good at playing the game and forget what it's all about.

Last year, the publisher of SAN handed me a torn scrap of paper with information about Coors Brewing Company providing child care resource & referral information to its employees as well as support for the a Colorado county school-age care initiative. (They also contributed to the National School-Age Child Care Alliance Conference last November.) This was a piece of news he thought SAN readers would be interested in. I thought: "No way was I going to put anything in SAN that connected liquor and child care". I pushed the scrap paper to the bottom of the pile, so it never made it to the computer entry stage.

My reasons were and still are solid: The consumption of alcohol, with the resulting alcoholic parental fallout has wrecked havoc in the lives of millions of families and children. The statistics are staggering. Probably every person reading this has been adversely affected by this rampant problem.

Then, last summer, I boasted to friends, Doris and C. B. about my vigilant stand against reporting this story. With the quietest demeanor, C.B. said, "Oh, yes, selective censoring." What C. B. said kept coming back to me with a big question mark. Was I practicing my own brand of censorship by deciding what was morally fit for SAN subscribers to read? The answers I gave myself were many: "Yes, I was making those decisions but it was worse to contribute to alcoholism in children's lives." and "I'm the editor. It's my job to decide what's best to go in the newsletter." However, I continued to feel uncomfortable about what appeared more and more like censoring or deliberately withholding SAC news.

In deciding to report the news of Coors' support, I also decided to explore this question: How does this support interface with the purpose of SAC?

As a profession whose main purpose is the care and nurturing and education of school-age children, SAC professionals need to be clear on what we are promoting by the alliances and connections we make. This is the same as the need for child care professionals to be selective about who advertises and exhibits at the professional conferences. Are exhibits of developmentally inappropriate materials and equipment, unhealthy foods (such candy money-making sales) and environmentally toxic arts & crafts supplies consistent with the purpose of the profession? What message is NSACCA communicating when it national conference is financially supported by a corporation whose product contributes the ill-being of families and children? Should liquor be served or available at child care receptions? Would we accept donations from corporations and organizations that make and sell guns and rifles (real or toy)? Would we allow them at our conference receptions?

If we look at the world as made up of "separate, mechanical parts", then we can easily separate out parts of our work lives where child-destructive products and activities are allowed and sometimes applauded. This view allows us to serve liquor at conference receptions but not at parent meetings or snack time.

In a world view that says we are all interconnected and everything we do has a direct effect on the well-being of school-agers and their families, can we afford these alliances or these practices? Are we working against what we are working so hard for, e.i. whole, healthy school-agers?

Can we be consistent in all parts of the profession? Or, have we learned to play the game too well and now we can't be found?

A Final Note: "This is my 66th issue of SAN and my last as editorial manager. I will continue to write for SAN, primarily on issues related to health, stress, relaxation and the benefits of touch.

After 11 years of being part of the SAC movement and of the SAN staff, I know this to be an exciting field and I am going to miss being an integral part of it. I appreciate and applaud the many SAC professionals and programs that are making the difference for school-agers in their out-of-school hours. However my work in the holistic health field is blossoming and I am shifting more and more of my energies in that direction.

by Bonnie Johnson

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ALASKAN BASEBALL

by Marianne Torbert

*This is a cooperative learning activity developed by the Leonard Gordon Institute for Human Development Through Play.**

Step 1. Supply each child with a piece of old "scrap" paper (ecology). Ask the children to listen carefully and draw the game as you read it to them. They are to use drawings but can add words such as "stop" and "1-2-3" where appropriate.

Step 2. Read the following:

The "batting" team lines up one behind another. The fielding team scatters all over the area where the ball may be thrown. The first player on the batting team throws the ball out into the field and begins circling her or his team members. Each time the batter passes the front of the line, a run is scored. The batter continues to run with the whole batting team calling out the count as the batter passes the front of the line. The first member of the fielding team who gets to the ball picks it up, while all other teammates line up immediately behind this player. The ball is passed over their heads, one to another with each player having to pass the ball using both hands. When the last player in the line receives the ball, s/he runs to the front of the line and all yell "stop". At this call no more runs can be scored by the running batter. Now the other team (without changing ends of the playing field) becomes the batting team.

Step 3. Ask children to select a partner after they have completed their drawings. Each partner will take turns explaining their drawings to each other. Each partner will become a careful listener while the other partner completely explains her/his drawing. Ask the group if they feel they understand the game.
Whether this answer is negative or positive, go to Step 4.

Step 4. Split into two groups. With large groups you may want to split into more groups. Eight to a team may be best for this part of the cooperative learning activity. Ask each team to take as little space as is available and practice its role as the batting team and as the fielding team. They can use a soft trash ball (see **Pre-Game**) for this practice.

Step 5. Challenge the group to play this game outdoors and return and tell you their results.

Pre-Game. Trash balls are readily made from available materials, such as newspaper or other scrap paper. Cover with an old plastic bag, masking tape or rubber bands to hold this ball together. "Trash balls" are packed loosely to make them **SOFT** so that no one can possibly be hurt. A trashball for this game should be big so that all can get both hands on it as it is passed over their heads. Maybe the size of a medium watermelon?

Good luck with this game. Please let me know - in writing or by audio cassette -how it went for you. The address: The Leonard Gordon Institute for Human Development Through Play of Temple University, 3306 Midvale Avenue, Philadelphia, Pennsylvania, 19129-1404.

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*From Follow Me: A Handbook of Movement Activities for Children available from the Leonard Gordon Institute for Human Development Through Play for $10.20.

Putting Bugs in Your Head (and Hands)

by Ricki Block.

Future Entomologists In-The-Making

Stroll down to your local pond, river, stream or creek and scoop up a cup of water. With an eye dropper or teaspoon, put the water into a flat dish. Look closely with your magnifying glass for insect larvae. It wiggles and squiggles. Write your observations and then put everything back where you found it.

- Get a book on insects from the library that has pictures or drawings of insects and insect larva. Compare above observations with the book.

- Arrange for a local entomologist to share her knowledge of insects and what he does in his work. Check with local health department, state agricultural agency, wildlife group or college science department for people and information.

Playdough Bug

Mold a piece of playdough into a bug shape. Stick toothpicks, pipe cleaners or paper cutouts into the body to form legs and antennae.

Taking the Bite Out

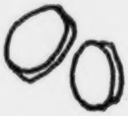
- Read the book "A Taste of Blackberries" by Doris Buchanan Smith.

- Discuss the reactions to bee stings and health remedies. Ice, mustard, baking soda and water paste or a used tea bag are some old fashioned relief measures for bee stings.

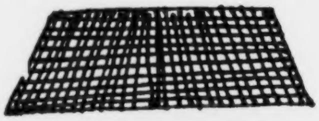
Bug In!

- Compare bug houses. Can you match which bug lives in which house?

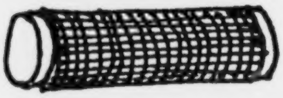
- Here's how to make a simple bug house:
1. Take two plastic coffee can lids of the same size.



2. Cut a rectangular piece of wire mesh (like window screen - can be found at a hardware store or use an old screen.)



3. Fit the mesh into a cylinder shape the same diameter as the coffee can lid.
4. Secure the side where the two pieces of mesh come together.
5. Glue one end of the mesh onto the plastic lid. Let dry. The other lid is removable.



Bug Off!

There are 2500 species of mosquito and they are found almost everywhere.

- Read the Caldecott Award story "Why Mosquitoes Buzz" in People's Ears" by Verna Aardema.

- Put together a book about the different events which happened in the story. Each child may want to do their own, or books can be developed in pairs, teams or as group project.

Chirp Chirp

Crickets make chirping sounds by rubbing their wings together. That is the way they communicate with other crickets.

- Read "The Very Quiet Cricket" by Eric Carle.

- Take turns acting out and making different sounds and see if everyone can guess what type of bug you are.

See page 8 & 9 for more buggy ideas by Ricki Block.

Empowering School-agers by Teaching Them the LAW

by Elizabeth Hoy

At the Edina (Minnesota) KIDS Club, Elizabeth Hoy's kindergarten group live by the letters of the **LAW: Listen, Ask, Wait.** The children are taught how to get their needs met by

***listening to their feelings (their own and others)**

***asking what they need for help, and**

***waiting until they get the help they need.**

The following real-life story illustrates the spirit of this ***"Law"***:

Boots laced up, gloves tucked in under my coat sleeves, I was almost ready to face another morning on the playground. As I tightened my scarf and turned to head out I was stopped by the familiar sound of a child's cry. "Waaaa....!," he wailed as he approached me, one hand holding his head, the other clutching the hat he had just pulled off his head.

"Oh, dear," my teacher voice said as I removed my gloves freeing my hands to perform the anticipated First Aid. I was about to say, "Is your head hurt?" but instead asked the more appropriate question, **"Why are you crying?"**

The answer came out in an explosion: "BECAUSE SHE LAUGHED WHEN I HIT MY HEAD ON MY LOCKER!!!!!!".

"She laughed?", I repeated.

"Yes!".

"Are you alright?", I yelled, eyeing the egg that began to form on the forehead in front of me.

"NO!", he exclaimed.

This is the precise moment in many childhood situations when the adult "coach" can make a crucial decision.

"How do you feel?", I asked.

"Mad!", he blurted and in a whisper he added, "plus embarrassed". The steady stream of tears continued down his cheeks and onto the shiny polyester of his jacket.

"Boy, I can understand that," I reassured. The egg, now full grown, was making MY head hurt.

"What do you think you need?"

"I need her to say 'Sorry'".

"If she does say sorry, will you feel alright?" A long pause.

"Yes", he decided as he collected himself.

"What do you need to do", I quizzed , hoping we'd get through this smoothly (and quickly! Can't he feel that bump?).

"Ask?", he guessed.

"Yes!", I congratulated him for such a wise choice.

A now composed six-year-old turned, and with an air of confidence headed back to the 'scene'.

"I'm mad plus embarrassed because you laughed when I hit my head on my locker", he stated matter-of-factly, "and I want you to say 'sorry' to me".

Somewhat stunned by his forthrightness, the little girl stared blankly. This, as I have often warned the children can be the hardest part: **waiting** for what you need. A full, awkward silent moment passed. The clock ticked, the lockers creaked, the bump grew. He stood firm, patiently waiting as we all listened for the response.

"Sorry", a tiny voice whispered.

"Thank you", was his reply.

The kid is a pro.

Reprinted from the Winter 1991 issue of **KIDS CLUB NEWS**. Used with permission. Edited by SAN.

PROGRAM PLANS

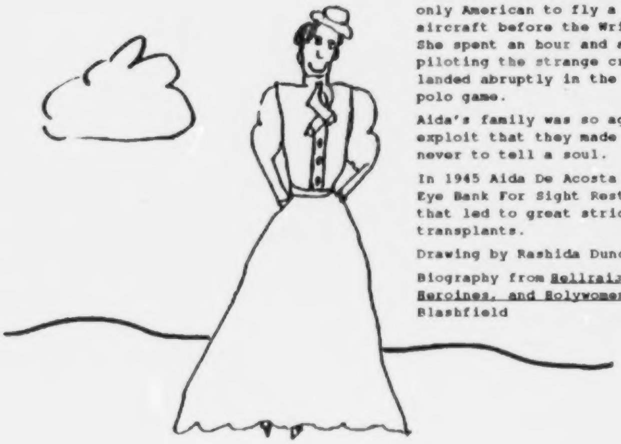
Discovering and Celebrating Women of Science: Role Models for the Future

"The challenge was to expand girls' perception of science to include fields of physical science and inventions." So begins the introduction to the Second Annual 1991 "Women of Science" Planning Calendar, produced by Girls Incorporated of San Leandro Enrichment Program Members. The calendar features drawings and biographies of women past, present and future who created positive changes in their communities. Three of the drawings/ biographies are presented here.

The introduction continues: "Girls readily have been able to identify themselves as caretakers of people (doctors and social reformers) as well as caretakers of other living creatures (zookeepers, botanists and veterinarians). They were hesitant, however, to view themselves as inventors, working with machinery or challengers of the unknown.

... we introduced role models who, earlier in history, 'challenged the skies' and those who took calculated risks with machinery. Current heroines, such as Mae C. Jemison, the first black female astronaut, were also introduced. Experiments and research related to aerodynamics, structural design and invention were then met by the girls with enthusiasm. This contributed to an understanding of their own connection to these historical feats."

For more information about this innovative program, contact Joanne Lothrop, Girls Incorporated of San Leandro, 2450 Washington, Ste 240, San Leandro, CA 94577, ph. 415-357-5515.



AIDA DE ACOSTA

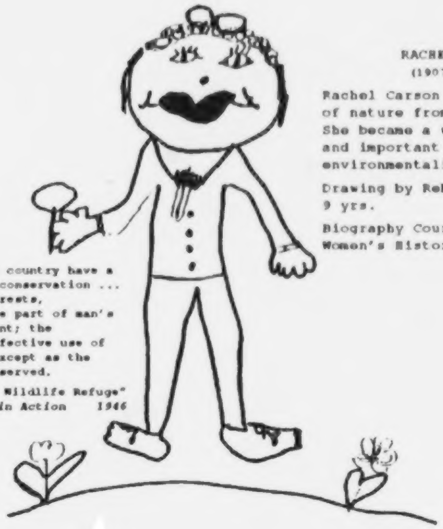
In 1903 Aida De Acosta became the only American to fly a powered aircraft before the Wright Brothers. She spent an hour and a half piloting the strange craft and then landed abruptly in the middle of a polo game.

Aida's family was so aghast at her exploit that they made her promise never to tell a soul.

In 1945 Aida De Acosta founded the Eye Bank For Sight Restoration, and that led to great strides in corneal transplants.

Drawing by Rashida Duncan, 9 yrs.

Biography from Hellraisers, Heroines, and Holywomen by Vear F. Blashfield



RACHEL CARSON

(1907 - 1964)

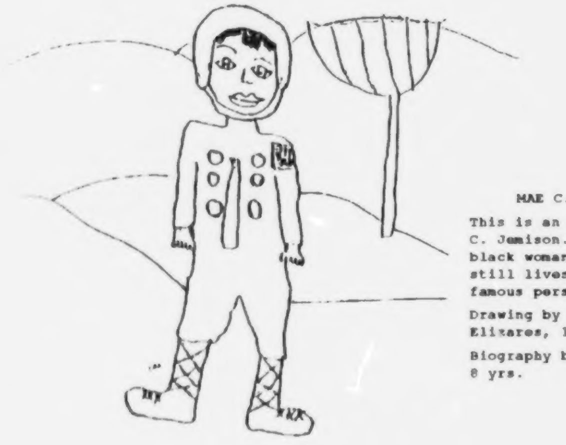
Rachel Carson learned her love of nature from her parents. She became a writer, scientist and important environmentalist.

Drawing by Rebecca Taylor, 9 yrs.

Biography Courtesy of National Women's History Project

All the people of a country have a direct interest in conservation ... Wildlife, water, forests, grasslands - all are part of man's essential environment; the conservation and effective use of one is impossible except as the others are also conserved.

"Guarding Our Wildlife Refuge"
Conservation in Action 1946



MAE C. JEMISON, M.D.

This is an astronaut named Mae C. Jemison. She was the first black woman in space. And she still lives. She's a famous, famous person to me.

Drawing by Renee Yvette Elizares, 11 yrs.

Biography by Kendra Boyd, 8 yrs.

Mixing Generations: An Old & True Recipe

by Tracy C. Ballas

Finding quality staff to care for school-age children is becoming a growing crisis across the United States. At the same time, another trend is developing in this society. One out of four North Americans is over 50 years of age and the numbers are growing rapidly. The older generation, known as seniors, could be a blessing amidst the staffing crisis.

Margaret Mead (1970), renown anthropologist, believed that children and older people need opportunities to establish caring relationships in order to insure the continuity of all cultures.

Intergenerational programs provide children with the opportunity to see seniors as individuals with diverse characteristics and interests, while recognizing that growing older is not synonymous with sick and tired. As seniors share a lifetime of skills and stories it becomes obvious that the later years in life can be as fulfilling as the time of youth. School-age children can be the recipients of these rich experiences.

In developing intergenerational programs careful consideration should be given to programming that enhances the children's interests and needs, and frames the skills and talents of the seniors. Compatible contact will occur when the program is intimate, pleasurable and rewarding for both groups.

The result can be children with a positive image of the aging process and seniors with a deeper understanding of the needs of youth.

Just as it is appropriate for children to be a part of the program planning, seniors can help determine program activities. They will be more committed to a program that makes use of their talents and allows them to share their experiences in their own way. The youngsters will also gain an awareness that seniors are valued by children, schools and society for their abilities and lifelong skills.

Emphasize program goals and specific guidelines that foster and support interaction among seniors, children, parents, staff, and in some cases, the host agency.

Set realistic expectations to help insure successful programming, as well as encourage positive relationships.

The result can be children with a positive image of the aging process and seniors with a deeper understanding of the needs of youth.

Designate a staff person to coordinate this project and carefully recruit, orient and train the seniors. The staff and children will need some preparation for how to work with older people. This coordinator can play a vital role in keeping the lines of communication open for seniors to ask questions and receive feedback on their performance.

While the shortage of quality staff escalates, a population of seniors head towards retirement. Exploring intergenerational programs gives us a chance to mingle two generations, while offering a viable human resource to enhance school- age child care programs.

Tracy C. Ballas is President of the National School-age Child Care Alliance and a leading advocate for quality school-age care.

985

Stop bugging me! There's a fly in the ointment.

CURRICULUM CORNER

Buggy News

An insect has 6 legs, 2 antennae, 3 body parts and a tough outer covering.

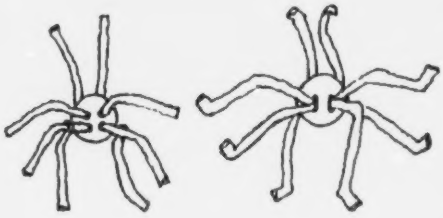
- How many insects can you name?

Insects only see in black and white. They have simple eyes on top of their head. Each compound eye, on the side of their head, has 24 separate lenses which sees in all directions.

- Make a chart of the different categories of insects including those with wings, types of beetles, bees, flies, harmful, and helpful.
- Take a stroll outside with your magnifying glass and explore an insect's surroundings. How do they eat, sleep and play?
- Write a story about what you see.

Button Spider

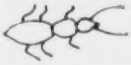
Use a large button for the spider's body. Put pipe cleaners in the holes to make the legs and antennae.



Rhyming Riddles

- Read "Bugs" by Nancy Winslow Parker and Joan Richards Wright.
- Can you figure out the rhyming answers to the following riddles?

What crawled into dad's shirt and pants? ants



What did Mike find swimming in the apple cider? spider

Why did the porch collapse one night? termites

What twinkled its light in the twilight sky? firefly

An Ant's View of the World

- Read "Two Bad Ants" by Chris Van Allsberg.
- Write a story about the ants' view of the world. Take a walk through a field and look for ant hills. Observe the lines, holes and small hills, and the ants' travel patterns.
- Draw a picture of a room of your house from the ant's perspective. How long do you think it takes an ant to get from on side of the room to the other?

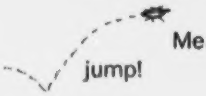
Sticky Situation

Cockroaches are among the world's oldest insects. Scientists have found fossils that tell us they lived millions of years ago. Some cockroaches are able to climb up on smooth surfaces because they have sticky pads on their legs.

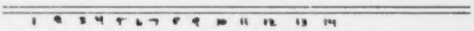
What would you do if you could climb walls? Rent old movies in which Fred Astaire looks like he is walking on the walls and ceiling. How can he do this? Can you make a video or play that would create the same affect?

Flea Jump!

Fleas are among the insect world's greatest jumpers. They can leap a foot or more.



Measure how far you can jump!



P.O. Box 40205 • Nashville, TN 37204

Stop bugging me! There's a fly in the ointment.

Stuck On You

Read "The Very Busy Spider" by Eric Carle. Talk about the types of bugs a spider may catch in his web.

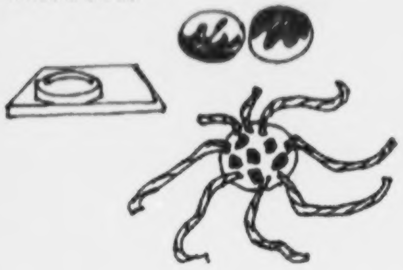
Study a real spider web, then make a copy of the web out of yarn. Put 2-way tacky glue on it so it's sticky. Suspend from a high surface, either indoors or out. Observe throughout the day, noting the different items the yarn web "catches".

Delicious Nutritious Bug Bite

Ladybugs eat aphids, so they help save the farmer's crops. What do aphids do to crops?

Read the story "The Grouchy Ladybug" by Eric Carle.

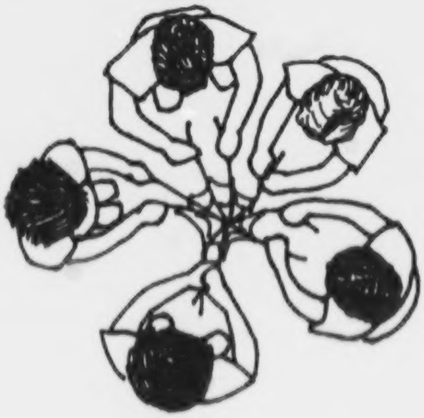
Enjoy a delightful snack making ladybug sandwiches. First use a cookie cutter to cut circles in the whole wheat bread. Then spread fruit-only red jelly on the round pieces of bread. Put raisins on top. Cut thin strips of grape fruit leather for the legs and antennae. What a treat!



Spider Web

Have 6 to 8 children stand in a circle. Wrap a loop of yarn (still attached to a large skein) around one finger of the first child. Stretch the yarn across the circle and wrap a loop of yarn around one finger of the second child. Keep repeating this until a "spider's web" has been "woven" and each child is part of the web. Talk about spider webs; how each strand is strong but flexible; how each strand is important to making the whole web strong; how each part works together to make a whole that can do more that by itself.

Then take two or three loops of the fingers of two or three children and watch what happens to the web. Does it fall apart? unravel? become weaker and less flexible?



Count The Lights

Fireflies come out at night to blink and attract a mate. A chemical reaction in the firefly causes its abdomen to light up.

Count how many times the fireflies blink in one minute.

How many times does a person blink in one minute? Why do people blink?

Show movies like "Bambi" and "The Lady and the Tramp". Why do the animals do a furious run of blinking at each other in a couple scenes? Do people ever do this?

Resources

Critters in the Classroom, Instructional Fair, 1987
Fingers Frolics - Fingerplays for Young Children, Partner Press, 1976
Insects, Troll Assocs. 1985
The Kids Encyclopedia of **Things to Make and Do**, Toys 'N Things Press, 1981
Literature Activities for Young Children, teacher created materials, 1990
Bugs, Nancy Winslow Parker & Joan Richards Wright, Greenwillow Books, 1987

by Ricki Block, a speech & language specialist who operates Ariel's Child at School, a Creative Learning Materials store. Contact: 318 Blooming Grove Tpk, New Winsor, NY 12553, Ph. 800-475-9611.

Georgia Provides Needed SACC to Homeless

by David J Davidson

"I know of a small boy eight years old who sat alone on a park bench five or six hours every day for almost a week. He alternately played with the pigeons, watched the passing people, made patterns in the air with his feet and legs or looked blankly into space. On the fourth day of his visit to this bench a friend of mine asked this boy why he sat there every day. He replied that his mother brought him there in the mornings telling him to wait there while she looked for a job and a place for them to stay. There was no place else for him to go. He watched the pigeons and the people. He made a game of guessing where each had to go. He said that mostly he just waited for his mother to come at the end of the day so they could wait together until the night shelter opened.
...homeless children. They are the watchers and the waiters who only now are receiving our attention."*

The life of this child and those of all the children like him urgently need our attention. According to the U.S. Department of Education there are in excess of 220,000 homeless school age children in this country. Homeless advocates estimate twice that number. The families and children whose lives have been broken by homelessness are among the most pressing social concerns of our time. The lack of a fixed, regular and adequate place of residence has, among its many devastating results, also become reason for the delay, disruption and even outright denial of education to this most vulnerable of homeless populations. In 1987, the Stewart B. McKinney Homeless Assistance Act, P.L. 100-77 was signed into law to, among its many provisions, protect and ensure the right of each homeless child and youth to a free and appropriate public education. Each state was offered the opportunity and resources to develop a 'state plan' and redesign and carry out activities that ensure that these children have access to and receive services equal to those provided the children of housed families.

Most of the states and outlying territories have seized that opportunity and are moving toward providing access and services. In some instances, this has involved changes in laws, board policy, administrative procedures and requirements. However, significant changes in attitudes and practices are needed. In Georgia the Department of Education is taking a promising approach to addressing the educational needs of homeless children and youth ... school age child care.

A typical day in the life of a homeless child begins by waking at 5 a.m. to 6 a. m. to prepare for the day in order to be out of the shelter by the required time of 6 a. m. to 7 a. m. School usually begins around 8 a. m. and ends about 3 p. m. Typical shelter rules don't allow residents to return before 7 p. m. Homeless parents and children are sometimes required to make whatever arrangements they can to reunite before returning to the shelter in the evening. With a large segment of homeless parents being the 'working poor', over 40% of homeless people in Georgia are employed, their children like those of housed working parents need safe, secure environments to be in those hours before and after school.

In September 1990, the Georgia Department of Education initiated six pilot projects to provide after school activities for school age homeless children in sheltered environments. These projects provide tutorial and homework assistance, recreational and cultural enrichment activities, snacks, assistance, self-esteem and confidence building, non-instructional support and assistance with necessary health care services.

In support of these projects, the Georgia School Age Child Care Council has been enlisted to provide technical assistance and guidance in the development of quality standards. Through these efforts GSACC and the Department of Education are developing a technical assistance paper on serving homeless children in school age child care in an effort to expand services to these children and increase the supply, quality and affordability of school age child care programs in general in the state.

For more information or to share your ideas, concerns, questions or materials, call or write:

Program of Education of Homeless
Children and Youth
Georgia Department of Education
1962 Twin Tower East
Atlanta, GA 30309
404-651-9328,

or

Georgia SACC Council
1340 Spring St, NW Ste 200
Atlanta, GA 30309
404-885-1578

*from Homeless Children: The Watchers and Waiters, edited by Nancy A. Boxill, 1990 Hayworth Press, Inc.

Homewoods Extended Day: A Partnership That Works!

by Nancy Mahar

The Homewood Extended Day is located in Shades Valley, a community of 27,000 people, just over the mountain from Birmingham, Alabama. It began five years ago, in response to the need for more quality after school programming in that community.

"There were alot of nurseries," says Director Sandra Vella, "But the older kids resented being in nurseries after school. Alot of the kids were in my home, but we needed things for older children to do."

Gene Burgess, who was principal at the time, and Sandra, the PTO President, worked with the school and community to begin a pilot program in one of the district's four schools. "The majority of our parents work and they can't take their children to Scouts, dance class, piano or karate. Now all the after school activities are in the same school building, and it's working beautifully. It was a waste to lock up the schools at 3:30," continues Sandra. In fact, the philosophy of the school district is that the school day ends at 6 p.m. Principals, too, are a part of the Extended Day. "They stay late because they like it and are involved. They work very closely with us on all plans, details and problems," Sandra adds.

In five years, the pilot program has grown from one school to four, with 100 children in each of two grade schools, 160 in the third, and 50 a day in the middle school of sixth, seventh and eighth graders. In the summertime, the programs continue, from 7:30 a.m. until 6 p.m., with one added component; aquatics. Children are transported daily to the district high school to swim.

"Extended Day has opened the community door tremendously," because the concept has won the respect of the school board, administration, teachers, parents and custodial staff. "When we break something, we reimburse and replace it," says Sandra. "There is alot of respect for the teacher's classrooms. We abide by stiff rules to leave the rooms cleaner than clean at the end of the day."

Because of the informal atmosphere and total involvement, parents and staff know each other well. "Parents are more relaxed. They volunteer and stay and chat with each other and with us." An added benefit is that staff, parents and principal feel comfortable working together with the children to resolve problems.

In fact, many parents are hired to work with the children. "We hire people who are good with kids," says Sandra. Also on the staff are college students who are majoring in education at the local universities. "By hiring our college students, we are putting our money back into our own community - into our former students. So far, three of our college students have graduated, gotten teaching certification, and been hired to teach in our schools."

Every afternoon the varied talents of the staff bring diversity and versatility to the programs. Activities include a kaleidoscope of structured and unstructured choices, from Scouting, piano, drama, and dance, to frisbee, camping, face painting and sports.

Every day children have two choice times, one from 3:45 to 4:45, the second from 4:45 to 5:45. Except for self-contained groups of kindergartners and new first graders, children are grouped by the activities they pick, not by age. "There is more community in mixed groups, and alot of mingling and friendships between older and younger children. In many cases, we are providing their only chance for interaction," Sandra points out. Activities are planned by the staff. "Staff members give us a list of what they'd like to do and we buy the supplies." Then kids choose one of approximately six options each hour, which might include needlework, model airplane clubs, cooking or baseball card clubs. A children's newsletter group meets each week.

In the middle school, sixth, seventh, and eighth graders follow a similar routine, with activities which include alot of sports and such extras as jewelry making, manicuring and small engine repair of blenders, hair dryers and lawn mowers. "This program costs more because they eat more and need more expensive crafts," Sandra admits. The Board of Education supports and helps cover the added costs."

When parents and schools work together, as they do in Homewood, not only do children benefit, but the entire community is strengthened as well. This Partnership builds upon itself until the parents and the staff become the learners and the leaders, and the children, families and schools become the beneficiaries, in the most exciting process of learning and growth.

Stepping Into Hidden Worlds

by Kathy Mitchell

Six year old Kazuko, leaning close to the green-leafed bush, peers intently through the plastic magnifying glass at the orangey-red ladybug.

The school-age staff in Mission Hills, California make exploratory walking an important aspect of their program, instilling in children an appreciation for this healthiest form of physical activity. Enjoyable anywhere with no need for special equipment, it allows for a leisurely observation of both urban and rural surroundings.

Making Health Primary At Mission Hills, a monthly calendar lists walking events and urges appropriate dress, particularly footwear. A small first aid kit that attaches to a belt , goes on all walks. In southern California, staff warn and inform the children about rattlesnakes and poison oak. Contingency plans are made for children with environmental allergies, physical limitations and other health conditions.

Getting Hooked Initially walking was not one of the children's favorite activities. Over the years, the staff devised various experiences to make walking more interesting .

Magnifying Worlds **Before** each walk, children are given a small magnifying glass (about 50¢) so that they can examine, close up, whatever they may come across. This has become a tradition, with both staff and children enjoying the wonderful discoveries made. Clear Lucite "bug boxes" with magnifying lids to examine specimens are also brought along. (All specimens are released as soon as the children have had an opportunity to examine them.) To further expand magnifying possibilities, counselors and older children carry good quality magnifying glasses.

Pressing Flowers Normally the program's motto is: "Take only memories, leave only footprints", but in the spring. the Audubon wildflower guide and the flower press come along on the walks. Children are shown how to use the reference book. They are taught first hand the classification system for the plant kingdom and that plants can be identified by color, petal configuration, etc. The children put the flowers in the flower press, labeling and dating the specimens. Dried flowers have been used to make charming special occasion greeting cards.

Hunting Scavengers Lists prepared ahead might include such items as a feather, a bottle cap, or a beautiful leaf. If children have been identifying types of trees, the lists might include specific types of leaves to look for. Sometimes children receive their own list and at other times older and younger children are paired into teams.

Bagging Trash On a walk scheduled for Earth Day each child was given a paper bag to collect trash. As the end of the walk the children were amazed at the variety and amount of trash they had collected.

Creating Nature Bracelets Younger children were particularly intrigued with the opportunity to create a nature bracelet. A strip of 3" wide masking tape was placed around each child's wrist, sticky side out. Pretty leaves, interesting twigs, even bits of trash stuck on to create a visual record of the walk.

Booking It Reading aloud to the children rounds out the walking program. General topics include nature and environment, trees and wild flowers. The children are read to frequently, before, during , or after a walk. Recommended books are:

General environment
"Farewell to Shady Glade" by Bill Peet
"The Lorax" by Theodor Geisel
"The Wartville Wizard" by Don Madden
Wildflowers
"The Legend of the Bluebonnet", and "The Legend of the Indian Paintbrush" *by Tomie dePaola*
Trees
"ABCEDAR" *by George Lyon*
"The Fall of Freddie the Leaf" *by Leo Buscaglia*
"The Giving Tree" *by Shel Silverstein*
"The Seasons of Arnold's Apple Tree" *by Gail Gibbons*

Kathy Mitchell is Director of Club House in Mission Hills, California

Part-Time Staff — Overlooked?

by Nancy Percy and Rory Darrah

"Part-Time Issues"
Part-Time staff bring a multitude of unique energy to school-age care, enriching programs and providing continuity and security for children. Part-time staff turnover has as severe an impact on quality as the loss of full-time teachers or site managers. Part-time staff also provide a potential corp of future school-age professionals. However, many part-timers work with no benefits, no vacation, no formal training, no prep time, and no participation in program decision-making. Part-timers may be extremely stressed, working two part-time jobs and attending school. They may have no opportunity to become a part of a staff team, and may feel alienated from all but the children. They often are paid inadequate wages, or on a different wage scale than full time staff. We wonder why they "never last beyond a year"!

Build Leadership With Inclusion How can we improve the professional lives of part-timers and build future school-age leadership? ***Inclusion*** is the operable word. Part-time staff deserve the respect, encouragement, and supervision given to any other staff — including the same personnel policies, opportunities for career development, and comparable pay and benefits.

Mentor Training An in-house "buddy" or mentor training system can be implemented without extensive funding. Paid time for attendance at staff meetings, at least periodically, is a way to show respect and provide more training opportunities. Curriculum that highlights special skills and talents of part-time employees encourages staff involvement in program planning. Reimbursement for conferences and workshops for part-timers instills a sense of the importance of the school-age care field as well as providing practical education. Monetary and recognition awards for improved performance or advanced training are powerful incentives, as are medical benefits (even with shared premium payments). A part-time pay scale that includes a living wage and systemic pay increases for education and experience should be a goal for all programs.

> **The most important motivation for part-timers is proof that child care is not a "dead end" job, but an important, demanding, and rewarding career.**

Creating a Career The most important motivation for part-timers is proof that child care is not a "dead end" job, but an important, demanding, and rewarding career. School-age administrators and full time staff have a serious responsibility to cultivate, nurture, and secure the involvement of part-timers, both for the well-being of children, and for the future of the profession.
Nancy Percy is Manager of the City of San Rafael (CA) Child Care Programs. The City of San Rafael serves over 450 school age children and 200 pre-school children in 12 sites.

Rory Darrah is Board Member of the Child Care Employee Project (CCEP). CCEP is a research, advocacy, and technical assistance organization working to improve the quality of child care through improving the compensation of child care teachers. In 1989, CCEP conducted the first national study on the impact of child care wages and working conditions on quality of care children receive. Contact: CCEP, 6536 Telegraph Ave.Suite A-201, Oakland, CA 94609-1114, phone: 415-653-9889.

Book Hotel Now for NSACCA-NAEYC Conferences

As of May, word is that Denver hotels for the NAEYC conference - to be held November 7 - 10, 1991 - are filling up fast. Since the Fourth Annual National School-Age Child Care Alliance (NSACCA) Conference will precede NAEYC, SAN urges subscribers to make hotel reservations NOW!

The NSACCA conference will be held on November 5 & 6, 1991, at Denver's Embassy Suites Hotel. This hotel is five blocks from the the Denver Convention Center where the NAEYC conference will be held. Some NAEYC conference hotels will be a half hour bus ride from the convention center, so the Embassy gets bonus points for being a strategically located hotel.

Each Embassy suite is one bedroom with a living room and refrigerator: $92 single, $102 double; price includes a fully cooked breakfast and free beverages in the evening. Two- bedroom suites are available for $150. This price is extendable through the NAEYC conference.

Call Embassy Suites at 1-303-297-8888 to make both NSACCA and NAEYC hotel reservations. If booking for NAEYC hotel only, call the Denver Housing Bureau at 303-892-1112.

For more information about NAEYC Conference, contact: 800-424-2460. Preliminary Conference Programs will be mailed in August.

For NSACCA Conference Registration information, contact: SACC Project, Wellesley College Center for Research on Women, Wellesley, MA 02181. Phone: 617-235-0320 x2546

SAC Conference

OKLAHOMA

August 24, 1991
SAC conference for advocates for children Sponsored by League of Women Voters of Enid, OK, Wheat Capital Association of Children Under Six, and Enid Public Schools. Contact: Lynne Adams Bussell 405-242-3362

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Second Annual European SACC Network Conference

by Michelle Seligson

Last fall, more than seventy representatives from European countries attended the second annual conference of a SACC network. The conference location - Swedan - gave conferees the opportunity to visit local SACC programs in a variety of locations. Sweden, Denmark, Finland, Iceland and Norway have well-developed child care systems; their provision of SACC stands as an example of a well-planned and thoughtful approach to the care of children seven years and older. Britain's school-age programs closely resemble the U.S. mixed delivery system. Many of the other countries were still in the formative stages of SACC.

Conference presentations included: a British model of multi-cultural programming; a Swedish study of staff roles in SACC; and the new integrated-day model of SACC in Sweden's public schools.

North American school-age care professionals share several concerns and issues in common with the Europeans. These include interest in the increasing use of public schools for SACC. This recent European trend was initiated as a cost-saving measure in Scandinavian countries which have expensive free-standing institutions, called "fritidshem" or "free-time homes". Another common concern was staffing - how to find, train and retain - especially given the increased demand for services as more European women enter the out-of-home labor market full time. A third issue was quality of care and the purposes and goals of programs for children. A commonly and strongly expressed belief was the right of children to free-time; a time in which no school or social agenda is enforced; a time in which children's main preoccupation is play. However, it was clear that in a number of countries, SACC was being seen as having a different agenda as more children enter programs with academic difficulties, language barriers, or from families with economic and social stress.

Papers from the conference are available from: Michelle Seligson, SACC Project. Wellesley College Center for Research on Women, Wellesley, MA 02181, 617-235-0320 x 2554 (copying and mailing costs will be charged).

Green Notes from School-Age NOTES

SAN is continually exploring ideas for reducing, reusing and recycling the paper and packaging products that SAN uses or that are sent to us.

The books and resources you order from SAN may be mailed in re-used cardboard boxes. Boxes, that SAN is not able to re-use, are recycled. Packing lists may appear on the back of old handouts or general announcements. The incorrect side will be stamped "WRONG SIDE-Reused Paper Saves Trees". Internal office copies are photocopied on the back of used sheets.

We have not bought Styrofoam or stretch plastic packing materials in over two years. However, we do re-use what is sent to us from other companies. Our wrapping material is a recycled paper product. Other packing materials include old catalogs, brochures, or shredded office or computer paper.

We are interested in your ideas for saving our natural resources that we can implement and also pass on in a "GREEN NOTES" column in School-Age NOTES. Mail to: "GREEN NOTES", SAN, POB 40205, Nashville, TN 37204.

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October 24, 1991
4th Annual SACC Conference, sponsored by Tri-County Intermediate School Districts
Warren, MI

The tri-counties of Macomb, Oakland and Wayne represent the 3 largest ISD counties. Last year's SACC conference drew over 500 attendees.

Contact: Sue Javid
Macomb ISD
44001 Garfield Road
Mt Clemens, MI 48044
313-228-3480

New SAC Booklets

The California School Age Consortium now has a set of five newly published booklets on school-age child care issues. The titles are:

1) **Discipline and Conflict Resolutions;**
2) **Staff Issues: Training, Retention, Recruiting;**
3) **Challenges of Shared Space;**
4) **Parent Involvement and Communication;**
5) **New Ideas for Child Care Veterans/Beyond Preschool.**

Prices to CSAC Members: $10 per set of 5 booklets or $3 per booklet plus 7% tax for California residents. Prices to Non-Members: $15 per set or $4 per booklet plus 7% tax for California residents. Plus postage: 1-2 sets $.25 per booklet; 3-5 sets $.10 per booklet; 5-10 sets $.06 per booklet. Send orders to California School Age Consortium, 70 10th St., Suite 201, San Francisco, CA 94103 or call (415) 621-4594 for further information.

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For catalog and more information: "The Natural Choice", 1365 Rufina Circle, Santa Fe, NM 87501, ph. 505-438-3448

Center for Safety in the Arts Write: 5 Beekman St, NY, NY 10038 for information about safe children's art materials. According to the Child Health Alert* (2/91) "among the more common toxic materials found in arts and crafts supplies is lead... found in ... paints, inks, ceramic glazes, enamel".

* a monthly newsletter of current developments affecting child health, POB 338, Newton Highlands, MA 02161.

Volume XII #1 The Newsletter for School-Age Care Professionals September 1991

School-Age NOTES

ISSN0278-3126 © 1991 School-Age NOTES – A National Resource Organization on School-Age Care – Pioneering the Field Since 1980

How Do You Measure Up?

10 Staff Indicators of Quality

by Rich Scofield

photo by Nancy P. Alexander

Staff should have a repertoire of knowledge, skills, and abilities that are interesting and engaging to school-agers.

Three new resources on developmentally appropriate practices and quality control in school-age child care have been developed. Project Home Safe has just released two free books: Developmentally Appropriate Practice in School-Age Programs and Quality Criteria for School-Age Child Care Programs. The Wellesley School-Age Child Care Project has in the draft stage Assessing School-Age Child Care Quality. See back page for order information.

These documents are exciting contributions to the school-age care field. From the three documents 35 pages related to quality staffing were pulled. This did not include the environment and programming which can be considered a function of staff. From the 35 pages 10 factors about quality staffing common in the three documents were identified.

1. Staff Interaction - How staff interact with each other, with children and with parents is a critical factor that Michelle Seligson in Wellesley's ASQ says distinguishes a mediocre program from one of high quality. Adults are models at this stage in the child's development when the children watch them closely to figure out adult roles and responsibilities. The personal qualities of warmth, flexibility, enthusiasm, and a sense of humor are a part of this modeling. Staff should also have a repertoire of knowledge, skills and abilities that are interesting and engaging to school-agers.

In 1979, Meg Barden Cline reported that meaningful conversations with adults was one of three things that happened spontaneously, everyday in her program and therefore must be meeting an important need. The Quality Crite-

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School-Age NOTES Now a Monthly

Welcome to the new look and new publication frequency of School-Age NOTES. This issue starts our 12th year and is the first issue in our new format. It is also the first of 12 issues a year as we now will bring you school-age ideas and news on a monthly basis instead of only six times a year.

The type size and format have been changed to include more information per page. The decreased number of pages allows us to fold the newsletter which means we can mail it at a less expensive rate than if it was unfolded.

We will continue to tinker with the format over the next few months. Suggestions, articles, conference dates, and items for school-age care professionals are always welcome. ☙

How Do You Measure Up?

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ria document states this as one of its criteria. "Staff actively seek meaningful conversations with children and youth about their lives and their world." The staff do not see the developmentally appropriate emerging sense of independence as a problem that has to be managed and controlled.

2. Child-Centered Approach - In a developmentally appropriate school-age program the staff implement a child-centered approach. Self-selection, rather than staff selection, of activities, experiences and playmates predominates. Staff facilitate rather than direct or instruct. Children and youth can initiate their own activities without waiting for adults to direct them. Staff respect decisions by children and youth to participate or not, even if a child or youth chooses to do nothing.

3. Atmosphere - What does the program feel like? What tone for the program does the staff set? Do staff members enjoy interacting with the children—watching them, listening to them, and participating with them? Are children relaxed, involved in activities, and enjoying themselves? Are staff members having fun?

Or on the other hand: Does the staff look bored? Are they shouting? Are children screaming or shouting beyond normal involvement? Do children seem extra hyper? Does the staff gather at one end of the playground ignoring opportunities to be involved with the children?

"The way children act and interact with each other and the staff can be a reflection of program quality and an indicator of how the children feel about the program and the staff."

4. Balance - Providing a balance of experiences and fulfillment of needs is very developmentally appropriate. "The school day, which is fairly structured for most children, often is filled with limits on choice and require participation. It provides little opportunity for self-selected activities. To provide balance in their total experience, children and youth require many experiences at the other end of the control-and-structure continuum." The self-selected activities should be varied and balanced, contributing to all aspects of a child or youth's development.

5. Positive Guidance - Staff guide children in positive ways by:

- heading off problem behaviors,
- encouraging, modeling, praising positive behaviors like cooperation problem solving, sharing, honesty, and affection,
- responding with logical consequences if rules are broken or if problems arise,
- giving children the opportunity to solve their own conflicts, helping when needed to clarify issues and work on compromise/negotiation.

6. Staff Relationships - Staff should:

- greet parents warmly and see them as partners in the program; keep them informed
- exhibit support for each other by listening and responding to each other
- work well together by communicating frequently and being clear about who is responsible for which tasks

7. Staff Qualifications - These are set at more than minimum.

- Activity coordinators directly responsible for a group of children or youth should have at least 2 years of academic preparation in child development, elementary education, physical education, recreation or related field.
- Director or administrator should have appropriate degrees as well as at least 3 years of direct experience.

8. Staff Ratios - should vary from 1:10 for younger children to 1:13 for older children. Group sizes should be small enough that children do not have long waits to get staff help or to use materials and equipment. Small group sizes also mean that children are not being moved about like large herds.

9. Meeting Staff Needs -

- Are salaries and benefits adequate to be able to bring down the turnover rate to at least below the national average of 40%?
- Are the staff given adequate support to provide quality care in the program?
- Do staff have adequate time to consult with the director and with other staff, to do program planning, to set up space and activities, to communicate with parents, and to evaluate the program and set goals?
- Do staff have adequate opportunities for training and use of resource materials and books?
- Are staff meetings satisfying the range of staff needs for problem solving and sorting out of policies and procedures?

10. Sense of Humor - "Staff maintain a sense of humor as they implement planned activities." Certainly humor is an unmentioned key to a successful program.

School-Age NOTES

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Coors Responds to SAN Editorial

In her editorial, "From Kindergarten to Coors", Bonnie Johnson expressed concern about SAC professionals being clear what is being promoted by the alliances and connections they make. This even extended to SAC news she decided to include or leave out of SAN. The news she considered censoring and in fact delayed reporting was about Coors support of development of quality school-age care in Colorado. The connections and implied promotion she questioned was linking liquor and child care. The National School-Age Child Care Alliance accepted financial assistance from Coors for a reception at last year's conference, and Coors beer was the liquor served.

As a child care advocate, I know how important it is to be supportive of the business community's involvement in child care. "Don't bite the hand that feeds you" goes the expression. As publisher, I had the power to keep the editorial from appearing but then that too would become censorship of ideas. The editorial ran uncensored. People responded.

I read, with some surprise, your editorial in the July-August 1991 issue of School-Age NOTES about your concerns on accepting a brewery's support of an NSACCA conference. I believed the SAC community understood Coor's efforts to support the development of quality school-age programs.

When Coors asked its employees in 1986 about their child care needs, the message came through loud and clear ... employees with school-age children were having great difficulty finding quality, age-appropriate and accessible care for their children before and after the school day, during holidays and vacations. Offering school-age care at the brewery is impractical for the many employees who live throughout the large metro-Denver area. The logical solution for them is to have quality programs close to their homes.

To support these employees, therefore, Coors has focused its child care assistance efforts externally. By facilitating the development of quality school-age care in our employees' communities, we not only help our employees but also positively impact all working parents in those communities. The Jefferson County School-Age Child Care Initiative, which facilitates the development of school-based SAC in Jefferson County, is one such facet of Coors' external supports. Since the start of the Initiative, the number of programs in the County has doubled with over 40 schools offering programs at the start of the 1991-92 school year.

"I read, with some surprise,...your concerns about accepting a brewery's support of an NSACCA conference."

Recognizing the value of training and networking for our own employees, we believe child care professionals derive similar benefits at conferences for their field of expertise. By supporting these conferences, our goal is to enhance the conference for those attending and to encourage others to take advantage of the excellent training and networking opportunities such a conference provides. Beyond enhancing the conferences, we also want to express our appreciation and thanks to child care providers for their efforts on behalf of children.

All these efforts are directed toward adults. We never convey any messages implying the consumption of alcohol by children. We believe, however, that our product is not the problem — as evidenced by the fact that 9 out of 10 people who drink do so safely and responsibly. Our efforts are directed at solving the problems associated with alcohol abuse and we have always strongly recommended moderation and mature use of our product. For many years child care providers have subsidized the costs of caring for our nation's children while parents work. Caring for our children is a responsibility that needs to be shared by all . . . parents, government and businesses. When shared, everyone wins — especially the children. Child care professionals play an important role in these win-win relationships through positive interactions and encouragement of all efforts to improve the lives of America's children and families including the children of our employees. My hope is that we can continue to work together to this end.

Nancy Colligan
Child Care Assistance
Program Manager
Coors Brewing Company
Golden, Colorado

Publisher's Comment: There should always be opportunities to stretch the way we look at the world; to challenge preconceived ideas; to allow new thoughts to enter our world and grow. A controversial editorial probably always creates an issue between the publisher and editor. In this case the issue of the editor initially selectively censoring the publisher's information and later the publisher considering censoring an editorial was complicated by the fact that the publisher and editor are married to each other. What's important is that in the end thought provoking opinions have been exchanged. Comments on "From Kindergarten to Coors" indicate that some readers had similar concerns about this issue while others disagreed with the editorial. Sandy Whittall, Chairperson of the Colorado Alliance for Quality School-Age Programs, feels the editorial was a "Yellow Brick Road" view. Her rebuttal appears in the next issue of SAN. ❧

Handling New School Year Conflicts

by Rich Scofield

The following is adapted from a 1981 SAN article.

Often the types of situation at the beginning of the school year that produce conflict or at least confusion can be prevented through planning and through consideration of the children's developmental levels.

The end of summer and beginning of another school year brings several changes to school-age programs.

While after-school hours are not as long as summer days, they are more intense. Why does two hours feel like eight hours? The children have been confined in the highly structured system of school all day. They have been functioning at full capacity and feeling the pressure to succeed, to know the right answer, and to "be good". In addition, they often have had little time to vent their built-up energy.

In addition, the after school program represents a transition from one place (school) to another (your program). Even though it may be a transition the children look forward to, each change can cause chaos inside a child.

New enrollments mean:

- helping new children "fit-in" with the old group. Children new to the after school program are experiencing their second new group. They have already struggled with new school year fears and getting acquainted with new children, a new teacher and a new environment in school. They need sensitive caregivers who create a comfortable, enjoyable space that lessens their fears and confusion.
- a reshuffling of the social "pecking order". In some situations this may lead to rough play or fighting to see who is "on top". It also may mean the children are so busy putting energy into figuring out the social order that they don't put their energy into testing limits set by adults.

What to Do for New Children

1. Provide a "buddy system". Take advantage of the school-age child's desire to be responsible and adult-like. Have a "helper" be responsible for showing the new child around. This might be an opportunity for a shy child to make a new friend or feel adult-like by helping a younger child.
2. Play games that help the children (and caregivers) learn all the new names.
3. Take advantage of their list-making characteristics and have them make charts of which school classrooms the program children are in.

General Tips for Everyone

1. Rules are kept to a minimum but consistently enforced. Eliminate ambiguity - Make sure rules are clear and consequences of not following them are understood. Always follow through with the consequences. Children want reasonable and fair limits to be set and enforced; it helps them feel secure.
2. Plenty of "things to do" are made available. Use a "suggestion box" to allow the children opportunities to help in planning choices.
3. Children can make choices about both what is available and what they will do. Remember developmentally the middle school child is striving to be independent and feel competent.
4. Children are responsible for the consequences of their choices. If they choose one art project they need to finish it before proceeding to another. This is harder for the five and six year olds still more interested in starting things than finishing them.
5. Children know what to expect and when to expect it. Post schedules of activities and special events for the day, week, month. ❧

Discipline Policy Questioned

I'm writing because I am very concerned about a piece in the May/June issue of School-Age NOTES. It was the "Sample Policy and Procedure for discharging a child from the program". You have run so many good articles on guidance and problem solving and conflict resolution, I was shocked to read this piece which proposed dealing with disruptive behavior in such a punitive fashion. There was no hint of reasoning with the child, no collaborative problem solving with the parents, no involvement of outside consultants to advise staff on the situation.

I also found it alarming that someone would suggest involving the Board of Directors in dealing with an individual family. This practice flies in the face of sound Board governance. The Board's role is to establish policy, then staff **implements** policy. It is inconceivable to me why someone would want to involve the Board which may consist of other parents in a confidential situation with a family. That could be very humiliating for the family involved in the "disciplinary action."

I realize that this is an extract from a book published by School-Age NOTES and I haven't had the opportunity to read the whole book. I don't want to question the credibility of S-AN (this is the first time I've taken strong exception to anything you've published!), but I am extremely concerned that a program might take a policy like this and think it an appropriate way to deal with children with special needs. (I believe children who exhibit disruptive behavior are children with special needs.) Our policy is designed to enable staff to **include** children, not as a way to exclude them.

Thank you for all the great work you do. The publications and workshops have done wonders for our field.

Linda Sisson
Kids Club, Edina, MN

Building Cooperation for a New School Year

One of the major tasks children have during their school-age years is learning how to get along with peers and adults in positive ways. At the beginning of a new school year both new students and old may have to reaquaint themselves with working and living together in the after school program. The following activities are geared to developing positive, cooperative interactions.

DISCOVERY INTERVIEWS

Children break-up into groups of three. Each takes a turn being the interviewer, interviewee, and recorder. These triads become a way for students to get acquainted with each other plus cooperate interviewing, answering, and recording together and then changing roles.

The completed interviews may be used to put together a mock documentary video series on your program's school-agers or put together a "Meet Your Neighbors" or "Hear All About It" newsletter.

The interviews can be recorded by video, tape recorder or the traditional pen and paper recording method. The individual triads or the group as a whole can come up with questions for the interviews. Some suggested questions might be:

- Where and when were you born?
- Where do you live?
- Who do you live with?
- What kind of place do you live in? [house, apartment, shared shelter]
- What are the things you like to do when you are home?
- If you could have three wishes, what would they be?
- What's your favorite color?
- Do you have any pets? What kind? Do they have names?
- Do you have any brothers or sisters? Do you get along?
- Is your parent or grandparent strict?

STRAW TOWERS

What to Do: Divide your group into teams of five or six members. Give each team three boxes of plastic straws and one roll of masking tape. Each of the different teams is to build a tower that is six feet tall and free standing. This means it can't be taped to any surface but must stand alone. These are the only instructions. This project must be completed in twenty minutes.

Talk About (after groups have completed towers)

1. How did your group plan together before building the tower?
2. Which people in your group acted as leaders?
3. How well did the group work together?
   - Who in your group became angry or frustrated?
   - Who in your group quit working and just watched?
   - Who continued to help until the job was done?
4. How was your behavior in the group - helpful or unhelpful for the group's overall success?

TUG OF PEACE

Materials Needed: long, strong rope, tied to make a circle

What to Do: Lay rope on floor. Have children sit around circle and grab hold of the rope. Direct children to pull themselves to a standing position by pulling on the rope. If everyone cooperates by pulling at the same time, everyone can stand up together and everyone wins. If someone falls, everyone loses. Use a signal (1, 2, 3, GO!)

adapted from Creative Conflict Resolution, p. 131

COOPERATIVE HIDE-AND-SEEK

What to Do: Two children, holding hands, are "it."

Everyone else hides.

Each time a person is found by "it", they join hands and become part of "it", searching for the rest.

This game takes *a lot* of cooperation to get "it" going in one direction.

adapted from Cooperative Sports and Games Book, p. 64

These activities have been adapted from 1984 and 1985 issues of SAN.

GREEN NOTES

Recycled photocopier paper and recycled yellow legal pads (actually a gray color that is 100% recycled paper) are now available. Check your local discount office supply store such as Office Warehouse or Office Town.

Each ton of 100% recycled post-consumer paper saves 17 trees, 9000 gallons of water, 4100 kwh of electricity, reduces pollution by 60% and releases no harmful dioxin.

ACTIVITY: Can your children figure out how many pounds of paper their school uses each year? If it were all recycled, how many trees, gallons of water, and kwh of electricity would it save?

This is the first issue of School-Age NOTES on recycled paper. It is not 100% recycled, although that is our goal. Our note pads and photocopier paper will be 50% or 100% recycled paper when re-used paper is not appropriate.

REDUCE - REUSE
RECYCLE

Unsafe Child Care Exposé Frightens Parents and Providers

The following letter to members of The National Association of Child Care Resource and Referral Agencies (NACCRRA) is reprinted with permission. It was a response to ABC's PRIME TIME LIVE TV show. Portions have been edited and comments added in brackets.

Dear NACCRRA Member:

The June 21, 1991 segment of PRIME TIME LIVE showed undercover footage of children in unsafe child care settings with too few adults, babies in car seats for the entire day and children ignored and not fed. [Although the show focused on the mistreatment, neglect, and unhealthy child care practices with infants and preschoolers, school-agers were shown in a bare environment shoving and kicking each other.] It was painful to watch, extremely frightening to parents, and not a balanced picture about child care, but it captured public attention about the acute shortage of good child care in this country.

The NACCRRA phone number aired at the end of the show. We spent the next five days responding to parent's requests for assistance. We received more than 3,500 calls from across the country. Parents said they had been calling for days. They were afraid, angry and wanted more information about child care in their community.

The show had the second highest rating of any PRIME TIME LIVE program and the strong response at the studio from listeners pushed the station to do a follow-up piece the next week. It seemed that everyone was discussing the show.

The powerful impact of this show presents us with an opportunity and a challenge to deliver a message to parents and to the public at large about quality child care. We have prepared the following list of suggestions to help you in your follow-up efforts.

SOME SUGGESTED STEPS

Strengthen Your Message to Parents ...

[While the following was for resource & referral agencies to use with parents, you can share these suggestions with parents who inquire about your program. It is good PR for you to share what is in the best interest of the parent. The suggestions are particularly important for infant/toddler and preschool care but can appy to school-age as well.]

Before enrolling your child:

- Don't leave your child in any program that you have not visited more than once. Make an unannounced visit.
- Spend substantial time when you visit and come at different times of the day. Observe the staff who will care for your child.
- Insist that you spend time at the center with your child when you enroll your child.
- Ask for the names of the parents. Speak to them before you decide to enroll.
- Ask to see copies of licenses, certificates, and staff qualifications.

After enrolling your child:

- Make an unannounced visit during the day.
- Speak with other parents about the program.
- Get involved with the program, volunteer for a field trip or to spend time in the classroom.
- Communicate regularly with you child's caregiver.

[The following suggestions are ideas for advocacy]

Begin Political Action ...

Urge parents to make their voice heard in the community. The message is simple, I need quality affordable child care to allow me to work, etc. Parents can phone their elected officials.

Encourage Employers to Help ...

Develop strategies for working with employers in your community to urge them to allow parents to take time off to "check out" and keep checking out the child care they use. Help them to get publicity for being a "family friendly" employer.

Urge the Press to Pay Attention ...

Contact the local subsidiaries for ABC and the other major networks. Convince them of the urgency of the crisis we are facing. Ask them to do follow-up pieces on helping parents choose on the value of good child care and what needs to happen in your community.

Urge parents to make phone calls making these requests as well.

Work with Providers ...

Talk to providers to help them to be comfortable with parents visiting often. Urge them to encourage parents to do so.

Use the Message from PRIME TIME LIVE .... "Children are at risk in bad child care"

Use this message to bring pressure on elected officials who seek to balance budgets on the backs of children limiting public subsidy dollars, eliminating training funds and threatening licensing.

LET US HEAR WHAT YOU HAVE DONE AND HOW THE MEDIA HELPED YOUR CAMPAIGN.

Urgently Yours,

Nancy Kolben,
President

Tutti Sherlock,
Executive Coordinator

NACCRA
2116 Campus Dr. Southeast
Rochester, MN 55904
(507) 287-2220. ❧

HAVE CONFERENCE DATES, RESOURCES OR OTHER NEWS FOR SCHOOL AGE NOTES? Send to: School-Age NOTES, PO Box 40205, Nashville, TN 37204, (615) 242-8464.

New Federal Dollars

by Charles Peko

All types of school-age programs must get an even chance to attract clients with the new federal dollars. The Bush administration has proposed regulation for both the $700 million Child Care & Development Block Grant (CCDBG) and $300 million Title IV-A child care for families at risk of welfare dependency without day care subsidies. The regs stress parental choice and state that in most cases, parents must be offered vouchers and be able to choose any type of care they want: in schools, family day care, religious institutions, non-profits or for-profits.

Proposed regs for both programs stress that states may not regulate providers getting these subsidies any more stringently than they regulate any other providers in a given class of care. If states apply stricter standards to providers getting public funds than they do to any other programs, they couldn't apply the stricter regs to programs whose only government support came from the new federal money. And no regs could effectively limit parents' choice of type of provider: a requirement that family day care homes be equipped with sprinkler systems, for instance, would probably eliminate most homes, and therefore would be invalid. And parents could choose any legal, unregulated care — if a state exempts church centers from regulation, states would have to honor vouchers to such programs.

The proposed regs say little specifically about school-age care. The statute allows subsidies for children through age 12, but HHS expanded it in the case of children with disabilities through 18 or 19 (depending on state definition of "dependent child"). The CCDBG regs also note that states could set different eligibility requirements for school-age subsidies than they do for preschool slots.

The House of Representatives couldn't come up with money to increase spending on school-age care for next year. It passed an appropriations bill for Fiscal Year 92 (which starts Oct. 1) that doesn't even keep up with inflation for school-age support.

Parents must be offered vouchers and be able to choose any type of care they want.

For the new Child Care & Development Block Grant, the bill would appropriate $850 million but pay it by reducing the FY 91 appropriation from $731.925 million to $587 million and shifting the funds to the next year. Since the FY 91 funds aren't available until September 1991, no one will notice the shift. The move is designed to help juggle the books on the federal budget and keep FY 91 outlays under the ceiling mandated by budget law.

For other entitlements, the bill will keep spending at the necessary levels: $2.8 billion for the Social Services Block Grant, $433 million for Family Support Act child care (including Job Opportunities and Basic Skills Training and Transitional Child Care), and $300 million for the At-Risk child care program.

And the Dependent Care Block Grant used for before-and-after school programs would get the same funding level as FY 91, $13.175 million.

The Child Care Licensing & Improvement Grant to states licensing activities and provider training would get $25 million, though $50 million is authorized. This new program replaces a similar $12 million program authorized under the Family Support Act that expired in FY 91.

Editor's Notes:

Good news for churches and family day homes: Qualifying families can use new child care dollars for care in exempt and/or legal-but-unregulated church, school, or family day homes.

Good news for all SAC programs: The Dependent Care Block Grant which has funded SAC start-up grants, conferences, training institutes, and resources across the 50 states is to continue at same funding level.

Bad news for early adolescent programs: They are the big loser as the new Federal parent subsidies are limited to children 12 and under except for children with disabilities. In the At-Risk programs the age exemption is for children under court supervision. ❧

School-Age NOTES

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New Documents for Quality Care

Project Home Safe has three free publications now available for SAC programs. All are excellent and should be on every program's book shelf.

- Developmentally Appropriate Practice in School-Age Child Care Programs
- Quality Criteria for School-Age Child Care Programs
- "Matching School-Age Child Care with Your Child's Needs" [for parents]

Write to AIS-Whirlpool Corp., PO Box 405, St. Joseph, MI 49085. There will be only one printing of these publications. Thus only one free copy of each may be requested. However, programs have permission to photocopy multiple copies for distribution to staff or parents.

Assessing School-Age Child Care Quality developed by the Wellesley SACC Project will be an in-depth program evaluation tool. It is still in the draft stage; however, you can get on the list to be notified of availability by writing to: School-Age Child Care Project, Center for Research on Women, Wellesley College, Wellesley, MA 02181.

Children's Television Workshop Launches Kits for SAC

"The After School Adventure Kits[TM]" come in 2 sets the "3-2-1 CONTACT[TM] Action Kit" includes 5 VHS theme tapes showing the science in space, sports, architecture, detectives and other "stuff"; 1 leader tape; 100 double-sided Game and Activity Cards for $65 plus $7 S&H

The "Square One[TM] Superkit" includes ten 15-minute VHS video tapes covering geometry, problem solving, place value, patterns, estimation; follow-up games and activities; group leader guide; group leader video. Contact for brochure or more information: Children's Television Workshop, Dept. SACC, One Lincoln Plaza, New York, NY 10023. 212-496-5300

FREE Catalogs

Must have" catalogs for all SAC programs:

— NAEYC Early Childhood Resource Cat. - 800-424-2460

— Gryphon House Early Childhood Teacher Resources - 800-638-0928

— Redleaf Press (formerly Toys n' Things) Resources for Early Childhood Professionals - 800-423-8309

Other related catalogs:

— KIDSRIGHTS Catalog - books, games, videos on children and youth issues such as self-esteem, divorce & stepfamilies, death & dying, drugs, abuse - 800-892-KIDS

— FREE SPIRIT PUBLISHING Self-Help for Kids Catalog - books and materials for children and youth and the adults who work with them on life skills, self-esteem, unique activities, having special needs - 800-735-7323

— Front Row Experience's Innovative Curriculum Guidebooks and Materials Catalog - a potpourri of books, materials & equipment for use with school-agers as well as preschoolers including parachutes and books on parachute games, tumbling mats, Port-A-Cort Basketball Goals and movement education books.

— Research Press Catalog - counseling, parent training, behavior management, special education - 217-352-3273 ❧

CONFERENCES

GEORGIA

September 19-20, 1991 in Atlanta
GA SACC Statewide Conference
Contact: Ann Bramlett, (404) 885-1578

October 12, 1991
GA Association on Young Children (GAYC)
Will have a school-age track for the first time. **Place:** Morrow, GA (south of Atlanta) **Contact:** Clayton State College, (404) 961-3550

ARIZONA

September 27-28, 1991
Looking To The Future: School-Age Child Care Conference
Memorial Union, Arizona State University, Tempe, AZ **Contact:** Arizona Prevention Resource Center (APRC), (602) 965-9666

TEXAS

October 4-5, 1991
TX Association for School-Age Child Care Annual Conference
Houston, TX **Contact:** Cynthia Patton, Private Sector Initiatives, (713) 659-1712

CONNECTICUT

Tuesday, October 8, 1991
Statewide School-Age Child Care Conference
Sponsored by The CT SACC Alliance (C.S.A.C.C.A.) and UConn Cooperative Extension **Place:** Hartford Region YWCA **Contact:** Alfreda Barber, (203) 521-8761

OHIO

January 30, 31 and February 1, 1992
Ohio Department of Education, Division of Early Childhood Conference on School-Age Child Care
Columbus, OH **Contact:** Kathleen LaSota, Director, Delaware City Schools SACC, (614) 369-6721

NEW JERSEY

March 13-14, 1992
New Jersey School-Age Child Care Coalition Annual Conference
Atlantic City, Merv Griffin's Resorts **Contact:** Diane Genco, (908) 789-7259

KENTUCKY

March 13-14, 1992
KY Coalition for SACC
Louisvillle, KY **Contact:** KY Coalition for SACC, 200 High Street, Bowling Green, KY 42101

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BONUS ISSUE

School-Age NOTES

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ALL DAY PROGRAMMING IDEAS

A big difference exists between running a program after school for school-age children and running a program all day (10 hours long!).

1. On a full day the children arrive sporadically one or two at a time (instead of 20 or more - boom!)
2. The children tend to be more subdued (rather than full of pent-up energy from being quiet in school).
3. The pace of workers and children alike is slower. There is time to do more without rushing.
4. There may be anticipation for a special event: field trip to museum, bowling, roller or ice skating, an all-day picnic with swim at the pool, an indoor "camp-out."
5. Many times the switch to all day is unexpected and with very little notice (because of snow, high temperatures, energy shortages, teacher strikes).

KOOSTER Club activities (Kids Out Of School Today) is the special name used by Champaign (IL) Park District. Because many parents have adequate arrangements for children after and before school but not for a full day, the Kooster Club includes children who are not regular after school enrollees. Regular enrollees do get first priority, but any remaining slots may be filled by non-regulars.

Special events requiring planning but no reservations are: a bus trip to a local college, indoor camp out, mapmaking of neighborhood, preparing an ethnic meal (prepare menu, go food shopping and cook all in one day), plan and put on a puppet show or play.

For occasional full days (vs every day as in summer), keep the program more structured. This helps the children know what is expected and reduces out-of-bounds behavior. Still include many choices.

Line up volunteers to help. This could include senior citizens or teen-age siblings. Arrange for a volunteer who can be called on at the last minute to share a talent of theirs -
- playing the dulcimer or bagpipe
- quilting
- clowning
- pottery
- gymnastics or aerobic dancing
- mechanic - change oil in car
  - drain radiator & add anti-freeze
  - show how engine works
- teach another language
- put on a radio show

Have a special box which contains materials used only for unexpected full days:
- board games
- story tapes
- hand puppets (without eyes, nose, clothes, etc.) and materials to complete puppets
- supplies to make playdough (do you ever have enough?)

printed on recycled paper

1991 reprint from
January/February 1985

ACTIVITIES

TRADITIONS

During this time of year we are very aware of traditions - - from football games to whole cities decorated in colored lights. However, traditions can be used year-round in planning activities. Now is a good time to introduce the concept of tradition because there are so many obvious community and family traditions the children can see taking place.

Once they have an understanding of the concept of tradition have them think about other traditions both community wide (Fourth of July) and within their family (summer trip to grandparents) that occur at other times of the year.

- Make lists of the traditions of your child care program and the elementary school the children attend.
- What are the different individual family traditions? Does anyone remember when or how they got started?

The New Year is a good time to start a Birthday Board and create a new tradition!

Birthday Board

Set aside a bulletin board or wall to display all the children's pictures plus the following information for each child:

Birthdate....Birth Stone....Birth Flower....Astrological Sign.... Best Surprise on a Birthday....Birthday Traditions (special place, cake, etc.) Have children list what they like best about themselves and other self-esteem activities (see self-concept ideas in Jan/Feb '82 and July/Aug '82 issues)

NOTE: Be sensitive to each family's values and situation. Some families may place more emphasis on birthdays than others. However, birthdays can be used to reaffirm a child's own "specialness".

* * *

WHERE, OH WHERE, HAS MY SCHOOL-AGE NOTES GONE?
WHERE, OH WHERE CAN IT BE?
WITH ACTIVITIES, RESOURCES, AND CONFERENCE DATES,
WHERE, OH WHERE CAN IT BE?

Oops! With the expansion from 6 to 12 issues a year, a new desktop publishing format, and a change in staff, we fell behind on our production schedule. Your October issue is on the way. November will be close behind. December and January are in the works. Each will be filled with the timely information you've come to expect from School-Age NOTES.

As a thank you for your patience, we are sending you this bonus issue. We put together this one-time special issue to show you how much we appreciate you.

School-Age NOTES

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FOR CAREGIVERS ONLY

10 TIPS FOR PLANNING ACTIVITIES

1. Organize and arrange materials and supplies to make them easily accessible. Organize materials by type such as manipulatives, art, music, etc. both inside the classroom and in storage areas. Place materials in containers for storage such as plastic tubs or sturdy boxes and label with masking tape and magic marker.

2. Set-up classroom so children can work independently. Have clearly marked open shelves or drawers for paper, scissors, crayons, paste, other craft materials, board games, manipulative materials, puzzles etc. List activity ideas in each interest area to "spark" ideas to do for children to work on independently. For non-readers use pictures or symbols (with words underneath) to indicate the activity. (Example: In the Quiet Corner put up an old puzzle part, a picture of a book, and a drawing of someone with earphones on.) See pages 4 & 5 for lists of activity ideas that can be placed in appropriate areas.

3. Have a mental list of "spontaneous", no plan, no material activities - see page 5 for examples. Use these for "transition and waiting times" such as before the school bus comes in the morning, while everyone is getting ready for group meeting or snack, or while waiting for some to finish cleaning up.

4. Vary the pace, setting and type of activity. PACE - Intersperse active events with quiet ones. SETTING - Bring the paint easel outdoors and build a clubhouse indoors. TYPE - Plan your choices of activities to include sports, art, cooking, music, woodworking, sewing, dramatic play, science, etc.

5. Provide enough choices, interest centers and "activity places" to allow everyone to have something to do even if it is "to do nothing" in the quiet corner. Problems occur when there aren't enough "things to do" or places to be for everyone.

6. Always have creative materials available: paint, paper, crayons, playdough, musical instruments.

7. Always have structured materials available: Legos, playtiles, puzzles.

8. Demonstrate each part of any new activity, game etc. Let them practice the parts individually. (Example:"heading" or "kneeing" the ball in soccer)

9. Show an example of the finished product of any craft activity. This gives them a visual goal.

10. Break activities or projects into small steps that are easily completed the same day. Providing individual small steps such as drawing the plans, collecting the materials needed, pasting, and painting allows children to work at their own pace and to have easy stopping points when it is time to finish up or to go home.

++

With all the planning for the period before the end-of-the-year holidays, not much thought is put into the first week or two of the new year. This can be one of the children's most needy times. Not only are they recuperating from the disruption of their school and home routines but they may have to deal with many mixed feelings. The routines of the program, and some one-to-one-adult child interactions will help.

++

Our thanks to Nancy Ledbetter for sharing her ideas on organizing and setting up program areas.

ACTIVITIES

WHAT TO DO NEXT

HERE IS A LIST OF SOME FAVORITE SCHOOL-AGE ACTIVITIES. IT IS ONLY A BEGINNING! ADD YOUR FAVORITE IDEAS AND MORE AND MORE AND MORE.....

ARTS AND CRAFTS

Painting - finger, brush, string
Play Dough
Clay
Ceramics
Paper Mache
Needle Work (use plastic sheets in craft stores as well as Target, K-Mart Woolworths)
Basket Weaving
Paper Airplanes
Mapmaking
Neighborhoods from small cans and boxes
Crayon Etchings
Weaving
Mask and Costume Making
Kite Making
Sewing
Knitting
Crocheting
Tie Dying
Batiking

OTHER

Growing plants
Cooking
Gardening
Race-car Making
Health Awareness - teach real skills
  - How to use and read thermometer
  - First-aid
  - CPR (Cardio Pulmonary Resuscitation)
Publish newspaper
Learn another communication method
  - Sign language
  - Braille
  - Morse Code
Field Trips
  X-Ray Dept. - local hospital
  Computer Office
  TV and/or radio station or newspaper office
  Local campus (high school and/or college)
  A real dairy where cows are milked

GAMES WITH RULES

Dodge Ball
Kick Ball
Hockey Pockey
Playing Cards - Concentration, War, Go Fish, I Doubt It, Slap Jack, Crazy Eights, Rummy, Hearts, Twenty-one, Solitaire
Board Games
  Monopoly
  Boggle, Scrabble
  Life
  Clue
  Checkers, Chinese Checkers
  Jackstraws
  Chess
  Tic-Tac-Toe
  Bingo
Treasure Hunt
Scavenger Hunt
Marbles
Jump Rope
Soccer
Badminton
Volleyball
Jacks

ACTIVITIES WITHOUT RULES

Dramatic Play
Singing
Playing Instruments
Dancing
Collecting seeds, string, rocks, soft things, wooden things, balls, baseball cards, jok
Surveys
Puppet Shows
House of Cards
House of Crayons

PAPER AND PENCIL GAMES

Scribble
Sprouts
Hangman
Tic-Tac-Toe
Crosswords

1991 reprint from
November/December 1983

WHAT TO DO NEXT *cont.*

ACTIVITIES WITHOUT PROPS OR PLANNING

Charades
Red Light, Green Light
Mother May I
Simon Says
Seven Up
Animal, Mineral, Vegetable
Hide and Seek

MENTAL GAMES

Alphabet
Gossip
Who am I?
Twenty Questions
Guess the Number

THE RIDDLE TREE

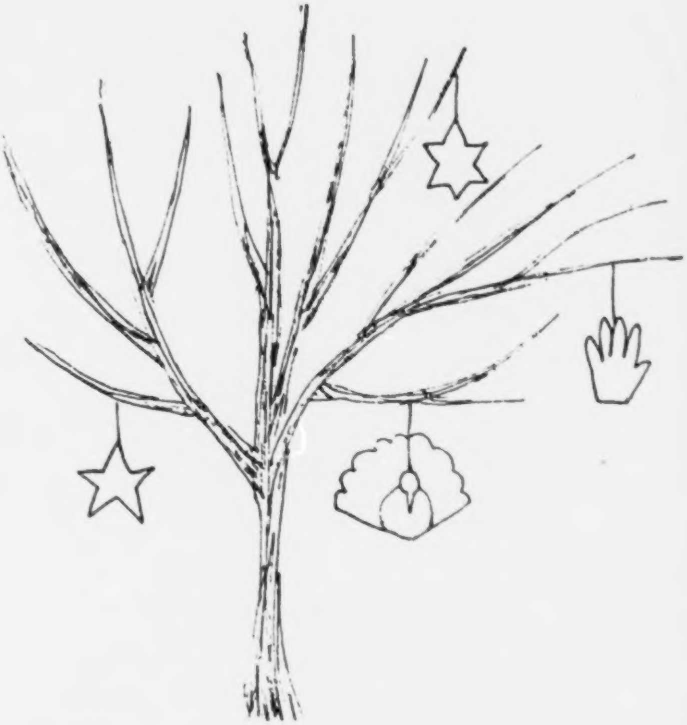
PURPOSE: To encourage joy in reading.

MATERIALS NEEDED:

- Book of Riddles
- Cardboard
- Poster Board
- Firm colored paper
- Magic markers
- Pens, typewriter (optional)
- Glue, Scotch paper
- Scissors
- String, yarn, fishing line
- One-hole puncher

DIRECTIONS:

1. Make a tree with many bare branches. (You may use a small natural tree limb or a tree cut out of stiff cardboard.)
2. Secure tree by placing bottom in playdough or a can filled with pebbles.
3. Make cards for riddles: trace and cut out green, orange, red and brown leaves for autumn, snowflakes for winter, bells, balls, apples, stars, turkeys, or children's hands for other season holidays and celebrations.
4. Type or print one riddle on one side of each card and the answer on the reverse side. Make as many as needed for your tree.
5. Suspend riddle cards from tree branches using string, yarn, fishing line.



NOTE:

Children 8 years and older will enjoy making this with some assistance from you. Children under 8 years of age will enjoy helping you make this.

Replace riddle cards with new riddles. Children tire of old riddles.

ACTIVITIES

CHANUKAH

Also called Festival of Lights, this Jewish holiday celebrates the winning of a fight for religious freedom 2000 years ago. Celebration begins Dec. 2 this year and lasts 8 days. One candle is lit each day and candles are kept in a special candle holder called a menorah.

Special Activities
Make a menorah, candles, a driedel cake and a paper dreidel (spinning top).

ST. LUCIA'S DAY

This Swedish celebration or Festival of Lights is on Dec. 13th. Lucia is supposed to be the saint that brings in the Christmas season and the longer, colder days of winter. Swedish tradition is that the children serve a breakfast of cat-shaped buns with raisin eyes and coffee to their parents. One daughter wears a crown of evergreens and candles and carries the food on a tray.

Special Activities
Make cat-shaped buns with raisin eyes.
Make real candles and paper crowns with candles.
Act out this tradition as a play and serve buns and coffee or cocoa to the audience.

BOXING DAY

Wrapping Christmas boxes to give to public servants on Dec. 26th is a tradition in England.

Special Activities
Make a list of "public servants" and decide what gifts to give them.
Make small gifts (cookies, candles, clay statues, book marks, coupons for free car wash).
Make your own wrapping paper.
Wrap and give gifts. Be sure and say: "Happy Boxing Day!".

KWANZA

An Afro-American celebration, Kwanza means first fruits and begins Dec. 26th, lasting seven days. Each day a gift of idea is talked about and celebrated. One candle is lit each day. On the seventh day, small gifts are given and a big feast is shared. Ideas thought about are: Dec. 26 - unity; Dec. 27 - self-determination; Dec. 28 - group effort; Dec. 29 - group economics; Dec. 30 - creativity; Dec. 31 - purpose; Jan. 1 - faith.

Special Activities
Invite a guest who has celebrated Kwanza to share the ideas, songs and dances.
Make candles.
Find out why first fruits is important to this celebration.
Have a Kwanza feast.

POSADAS

This is a Mexican or Spanish American celebration of the Advent Season - the coming of Christmas. It begins December 16th. Families, neighborhoods and even the whole community may be involved. Posadas means lodging. Families act out the traditional story of Mary and Joseph (parents of Jesus) seeking lodging in Bethlehem before Jesus was born. Two children carry statues of Mary and Joseph from house to house seeking a place to stay. At each house, the lights are out and the couple is sent away. At the last house, the lights come on and the children are invited in. Singing and music playing are often a part of the search for lodging.

Special Activities
Make clay statues of Mary and Joseph.
Create a village of Bethlehem.
Do a play of this special Mexican celebration. Have a feast at the last "house."
Make a nativity scene out of cardboard, "hay," clay figurines.

***Check out I CAN MAKE A RAINBOW, BIG BOOK OF RECIPES FOR FUN, KIDS' KITCHEN TAKEOVER, and STICKS AND STONES for many great holiday activities.*

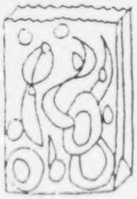
ACTIVITIES

MARBELOUS GIFT BAGS/PAPER

WHAT'S NEEDED:

large pan (13" x 10" or longer)
oil-based paint - a variety of colors
water
plain white paper or paper bags
turpentine or paint thinner (for thinning paints and for clean-up)
wooden or plastic stick (for stirring)

WHAT TO DO:



1. Fill pan with half inch of water
2. Pour in small amounts of different colors of paint
3. Swirl paints with stick to create a pattern
4. Place paper on top of surface. Press and tap paper to be sure paper makes good contact with paint
5. Lift one corner of paper, then the other to remove paper from paint
6. Lay paper out to dry. Drying time depends on thickness of paint

Note: This can be a messy project. Rubber gloves, newspaper and aprons can make for easier clean-up and less paint damage to work areas and clothes.

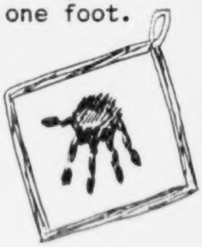
From TRASH ARTIST WORKSHOPS

HAND OR FOOT PRINT POT HOLDERS

WHAT'S NEEDED:

plain, homemade or purchased pot holder
fabric paints...paint brushes...
newspaper...tape...
permanent markers (optional)

WHAT TO DO:



1. Tape the pot holder onto a newspaper-covered surface.
2. Brush paint onto palm and fingers of one hand or on bottom of one foot.
3. Place painted hand or foot on the pot holder. Slowly, remove hand or foot so that the print remains on the fabric. Allow to dry.
4. Write name under print.

From Kids With Love.

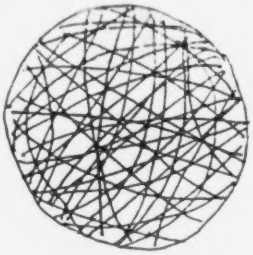
LACY STARS

WHAT'S NEEDED:

balloons... thread... string...
liquid starch...
small container (baby food jar, margarine cup)

WHAT TO DO:

1. Blow up balloon. Suspend over a work area.
2. Put thread in small container.
3. Cover thread with liquid starch.
4. Wind thread snugly around balloon, leaving open spaces to create star effect.



5. Cut thread and smooth down.
6. Let ball dry for 24 hours.
7. Remove balloon by puncturing and pulling through opening.
8. Hang lacy stars where desired

From SUNSET, submitted by Donna Woody in Tucson AZ

HEALTH & SAFETY

HOLIDAY HAZARDS

The holiday season is a joyous time. It is also a time to refresh our health and safety knowledge specific to the season.

HOLIDAY PLANTS such as poinsettia*, mistletoe, Jerusalem and holly plants are all poisonous if eaten. Although school-agers are less apt to eat these plants, they may have younger friends, cousins or siblings who are more likely to eat these potentially dangerous plants.

OVEREATING of holiday treats can result in an increase in irritability, uncomfortable abdominal fullness, out-of-bounds behavior and sluggishness. Instead have holiday treats of fresh fruits and vegetables; substitute concentrated fruit juices for refined sugars in baked goodies; and curtail indulgences - setting an example for the kids. (No easy feat, we know!) SUPER SNACKS has great sugar-free snacks.

FIRE is an even greater risk during the holiday season. With many holiday experiences evolving around making and lighting candles, cooking holiday treats and potentially flammable materials used for decoration, fire safety tips can help avoid nasty and painful burns and potentially save lives.

This is an excellent time for a visit by (or to) the fire department. A fire drill, plus a review of fire alarms, smoke detectors and fire fighting equipment would also be helpful.

RELATED ACTIVITIES

REHEARSE, with kids and staff, what to do if someone burns themselves.

LIST the ten most important holiday health and safety rules.

CREATE a poem or story about holiday hazards.

ENCOURAGE kids to think about SMOKE ALARMS as a good holiday gift for their family.

SURVEY PROGRAM FAMILIES AND STAFF on who has smoke alarms, do they work and how often do they test their alarms.

MAKE a flyer or poster about the dangers of holiday plants and artificial flocking. Give to parents and caregivers of infants and toddlers and also pet owners.

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* Children do not consume enough of this plant to be poisonous but cats and dogs do.

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YMCA Responds to "Poor Quality" Issue

by Rich Scofield

Change is an important part of growth. Without it we don't grow. Sometimes we plan for change, sometimes outside influences precipitate the change. For the YMCA child care programs major changes are underway. These are the result of both outside influences and internal surveys.

The YMCA is the nation's largest provider of child care. This makes it a natural target for criticism. Being a natural target also makes it difficult to separate justifiable complaints about the quality of programs or the way programming is implemented from frivolous ones. Each YMCA office operates autonomously from the national. The national headquarters in Chicago, the YMCA of the USA, can make suggestions and offer training and technical assistance but it can't tell a local Y what to do. However, several events have led to a more open attitude about complaints and to strong leadership and direction from the national office.

White Paper Issued

A year ago a YMCA Task Force issued a White Paper on Child Care Staff Salaries, Benefits and Working Conditions (including staff turnover) that the National Executive Director, David Mercer sent to all Y Executives. It emphasized that low salaries and inadequate benefits are major factors of high turnover and poor quality. It argued for administrators to address the issue of comparable worth within YMCA programs. In many cases child care staff have educational levels equal to or above that of other Y professionals.

"In comparing responsibilities, budget size, and participant numbers, many child care programs exceed fitness program numbers, and yet fitness directors and instructors are often paid higher salaries" than child care directors and staff. One conclusion was that "In no case should full time child care professionals start at a salary lower than the recommended starting salary of $17,000."

"If a YMCA cannot afford to provide quality child care, then the children and the parents are better off if it does not provide the program at all." — Ken Vogt

The White Paper listed 63 suggestions for reducing staff turnover and four pages of revenue generating ideas. These ideas were geared to help make salaries equitable and to provide more equipment and training. The concept of child care as a "cash cow" was attacked. That is the use of "surpluses" from child care revenues to cover other YMCA expenses.

The strongest words for change and support of quality programs and adequate salaries for staff came from a statement by Ken Vogt, who is in charge of child care for the Program Services Division. It had appeared in the Y's Program Notes newsletter:

"No YMCA that I know of intentionally sets out to provide a poor program. In fact, the mission of the organization clearly states our commitment to excellence. This then makes it especially difficult to understand why large numbers of Ys are taking financial advantage of their child care programs and the staff involved."

"...There simply is no justification for treating child care staff like second class citizens - paying little better than minimum wage and providing no benefits. If a YMCA cannot afford to provide quality child care, then the children and the parents are better off if it does not provide the program at all. As an organization that is concerned about children and families we cannot allow financial considerations to dictate the direction and quality of a program as vital as child care."

Study Highlights Problems

This year a pilot study of 16 Preschool Child Care classrooms in 6 different YMCAs in Connecticut and Massachusetts examined the quality of care using the Harms/Clifford Environment Rating Scale. Three YMCAs

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were found to have minimal quality, one had good quality and two had excellent quality programs.

> **"We think nothing of adding a Stairmaster to a wellness center, but when have we invested $3,000 in a site for child-centered/ child-directed activity centers?" — Robert Ecklund**

The preschool study highlighted problems that have been also associated with poor quality issues in the Y's after school programs:

- using some of the child care income to support other YMCA programs or overhead expenses instead of putting it all back into the program that generated it;
- having the child care director also be responsible for other YMCA programs;
- cutting training when funding is short even though both pre-service and in-service training is directly linked to delivery of quality programs;
- hiring less qualified staff - the study found a direct link of quality to staff educational background - the programs identified as minimal quality had less qualified staff.

Leadership Awareness

On the school-age scene, reports of community concern about quality were filtering back to Ken Vogt. School-age care is a major portion of the Y's involvement in child care. Child care is a large revenue producer for Ys nationally; employs a large portion of staff - sometimes it is a Y's largest program; and produces the most number of consistent, daily contacts with the public.

It became evident a key element was leadership from the local executives. The local structure varies nationally depending on the population size and involvement of the community. In a small community the Chief Executive Officer (CEO) may be in charge of a one-building YMCA that houses its fitness programs and outreach programs and has one school-age program of 25-40 children. Or a CEO of a metropolitan Y may be responsible for many branches each with its own executive and over 100 after school programs. In 1989 the Dallas Metro YMCA served almost 15,000 children daily.

The national office knew that local CEOs and executives needed to be involved with their child care programs and needed to reach out and become involved in the broader child care community through local, state, school, parent and advocacy groups. Vogt writes the national Y's newsletter sent to all child care programs. In the September/October issue of the national Y's newsletter a special two-page message to CEOs and Executives detailed the experience of one Metro YMCA as it struggled with the quality issue. The following has been excerpted and adapted from that issue.

One Y's Experience at Tackling the Quality Issue

The YMCA for Nashville and Middle Tennessee serves 1,868 children in child care at 56 sites (mostly public schools) in 5 counties. The program generates almost $2 million a year. Yet the CEO, Clark Baker and the Vice-President for Operations, Robert Ecklund had never visited a site. They felt good about their child care programs because they were monitoring the ratios, setting goals, and the programs seemed successful.

But the Y staff members in Nashville "discovered that people were talking about them, and it wasn't good. Parents, school personnel, and others were not satisfied with the way the Y's child care programs were being run but were not sharing their criticisms with the Y staff."

Baker and Ecklund "called in local resource people in the child care field to tell them how they thought the Y was doing in school-age care. The feedback was not all positive." In programming after school, the Y had a structured set of activities with limited choices for the children. Discipline problems were numerous. A child-centered approach allowing for choice and self-selected activities was recommended.

> **"You can only paint so many rocks. You have to give your staff the tools to work with." — Larry Brank**

Staff and executives were called to a special meeting to discuss the feedback and determine the direction needed. The employees were very open about the problems they saw and the support they needed. Money for equipment and training was certainly one kind of support needed.

"We think nothing of adding a Stairmaster to a wellness center," Ecklund said, "but when have we in-

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Was Editorial on the "Yellow Brick Road"?

In her editorial, "From Kindergarten to Coors", Bonnie Johnson expressed concern about SAC professionals being clear what is being promoted by the alliances and connections they make. The Coors Brewery has supported school-age care development in Colorado and has given financial assistance to the National School-Age Child Care Alliance. The connections and implied promotion she questioned was linking liquor and child care. The September issue ran a response from Coors. The following is from a Colorado school-age provider.

Dear Ms. Johnson,

I wish that I could take a walk down the "Yellow Brick Road" with you to the other side of the rainbow of school-age care where the world is so simplistically defined. It seems to me that your recent editorial in SAN makes Coors Brewing Company and alcoholism synonymous. You seem to imply that the NSACCA and SAC professionals have sold their soul to the devil brewing company for accepting Coors as a corporate sponsor of their annual conference in November 1990, and that therefore school-age children in NSACCA programs are not going to grow up to be whole and healthy.

I am realistically taking great exception to your fantasized and simplistic view of the world outlined in your editorial because of my work in school-age care.

The American Society that I live in is abundant in its choices for philanthropy, information/misinformation and definitions of ethics for corporate businesses. Perhaps the NSACCA committee erred not in accepting Coors as a corporate sponsor but in not educating the conference participants in its role as an American corporation. In addition to its reputation as a quality brewery, Coors is well-known and respected for its leadership role in promoting a clean environment, healthy lifestyles for its employees and their families, and support of its many communities in numerous and significant ways.

Nancy Colligan, Coors' spokesperson in the child care arena, gives the following rationale for her choice to sponsor NSACCA. "Coors' focus on child care issues extends beyond offering resource and referral service for our employees. Resource and referral can only be as good as the resources in the community. Believing quality is a crucial element of any child care program, Coors supports the efforts of child care professionals to develop quality in their programs . . . especially school-age programming. The NSACCA Conference is an excellent opportunity to build quality school-age programs."

"Should Coors be chastised and censored for this progressive and supportive attitude towards child care professionals?"

Since there are varying degrees of levels of competence within SAC, the purpose of a national conference is to provide a forum for professionals to gather and exchange information and ideas, develop new networks of communication and even educate the public and professionals about the complex, diverse and socially relevant issues of its membership. The full cost of quality child care in America is being subsidized by the child care workers and this fact has not been acknowledged by American society, corporations or government. Coors Brewing company has taken a leadership position by being a corporate sponsor of NSACCA and school-age care in Colorado. Should they be chastised and censored for this progressive and supportive attitude towards child care professionals? I think they should be commended!

My definition of an effective school-age program includes empowerment of teachers, children, and parents to make thoughtful, educated and informed choices in a complex and diverse world. This process is facilitated by providing logical consequences for children's behavior, teaching problem solving techniques to children as well as adults and making available the resources and information needed for parents to have a variety of coping strategies including effective ways of dealing with the disease of alcoholism.

This view of SAC does not attempt to shield children from the "problems" of our society but empowers them to learn how to make their own choices and healthful living in their community.

Sandy Whittall, Chairperson
Colorado Alliance for Quality
School-Age Programs

New Selection From SAN

***Stick Up For Yourself! - Two book set**, a kid's guide and teacher's guide, that offers a complete course on lifeskills for building self-esteem and being assertive in positive, meaningful ways. Encourages an understanding for emotions and naming feelings in order to be responsible for self, feelings and making choices. "Every kid's guide to personal power and self-esteem." "A 10-part course in self-esteem and assertiveness for kids." (20.95 for subscribers) 23.95 plus 3.50 shipping and handling. **Our pick for "most exciting" new resource.*

Note: See back page for explanation of special subscriber prices.

Fall - The Months of Change

Edited by Kathy Hermes

Changes are taking place outdoors as the seasons change and indoors as new children adjust to your program. October, November, and December are also a good time to take another look at our history and the history of our various cultures. What changes did Christopher Columbus bring to the people living here when he arrived from Europe in 1492? How do Native Americans view the story of the Pilgrims and Thanksgiving? How many different religious and cultural celebration days during December and January can you identify?

CHANGING RELATIONSHIPS

Being a Friend

Talk as a group about what a friend does that makes you want to be around him or her. Make a list of five to eight qualities, depending on the age of the children. Younger children may want to draw what a friend is. Make a poster of these qualities and display them.

Ask everyone to practice each quality at least once during the week. Talk about how the children felt being good friends.

Chain of Accomplishments

Explain that each person has done something to be proud of. Ask children to think of something they've accomplished or achieved that they were proud of.

Pass out strips of different colored paper, saving one for yourself. Ask someone to start, or you start by sharing something you're proud of. Take the strip of paper and tape the ends together to form a loop. Pass the loop to someone who shares an accomplishment. This person then inserts the end of the strip of paper through your loop and tapes the ends together. There are now two links on the chain. As they share their accomplishments, everyone add to the chain.

Be sure everyone has a link in the chain. If children can't think of anything, help them with things you know they have accomplished.

When everyone is finished, hold up the chain and point out that each one of them is an important link of this chain. When all the links are added together, it is very colorful and impressive. Just as they added a link to a chain to make it strong, each child adds something to the SAC program to help accomplish things.

CHANGING SCHEDULES

With the changes of both a new school year and all the holidays, kids and adults often feel all mixed up. Take advantage of this feeling for an afternoon and have a backwards day. Reverse the afternoon schedule without disrupting the basic routine.

Names and Messages

Figure out how each person's name would be pronounces backwards. Have children call each other by their backwards names for the day.

For older kids, write messages backwards and exchange messages with a friend. Children try to read each other's messages. By holding the messages in front of a mirror, they can see whether they figured out the message correctly.

Backwards Story

Read a storybook backwards. Start with the last page and read to the front of the book.

Relays

Go outside to do some relays—backwards. For example: walk backwards, hop backwards, jump backwards, carry something on a spoon but walk backwards, walk like an elephant backwards or crawl backwards. Kids will probably think of some other fun things to do for the relay races.

CELEBRATION

Paper Bag Skits

For all the centuries before the twentieth, boats were the only way to arrive in the land to be called the Americas. (Not counting any Siberian land bridge 10,000 years ago!) Imagine hundreds of years ago if you were a Viking, a Basque fisherman, Columbus, the Pilgrims or settlers escaping a harsh life and traveling to the Americas by boat. Imagine how Native Americans living here felt about new people arriving on a boat.

Let the children use their imagination and create skits related to life as one of the groups that came to America in the past 1000 years. To prepare for this activity, put three or four objects in a paper bag. Objects might include scarf, mask, mirror, spoon, ear of corn, hat, cotton balls, piece of rope, etc.

The children are going to make up skits using the items in the bags. Before beginning discuss the different groups who came to the Americas and stimulate ideas for the skits. Take an item out of one of the bags and discuss the different ways the item can be used. A scarf can be a table napkin, leg tie, kite, blanket, or blindfold.

Now divide the children into groups of three or four. Give each group a paper bag. Have each group plan a short skit using the items and then perform it for the others. Explain that the skits should have a beginning, middle and end. Put a time limit on each skit so everyone can have a turn. If you have time, let the children exchange items and plan another skit.

Food Ideas

In Turkey, a candy holiday is celebrated in the Fall. It is called Seker Bayromi. Turkish candy has honey, almond and sesame as main ingredients. Halvah is an example and can be purchased at a deli or at many grocery stores. Kids can use these ingredients to create their own snack: spread honey on sesame seed crackers and sprinkle chopped almonds over the top.

(This Curriculum Corner has been developed by the national program staff at Camp Fire Boys and Girls. Over 200 Camp Fire councils provide a variety of programs to youth in local communities.)

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VIDEO NOTES

by Betsy Shelsby

The following videos are available from University of Illinois, FilmVideo Center, 1325 Oak Street, Champaign IL 61820. The cost of each video is $45.00.

CARING ENOUGH. SCHOOL-AGE CHILD CARE. This video is suitable for orientating new program staff, parents or community groups to the history of school-age children in the United States. There is an overview of the societal and family changes which have resulted in the need for before-and-after-school care. There is a discussion about latchkey children and how parents worry about leaving their children home alone. School-age program start-up issues are explored and include funding, site selection , service delivery models, and staffing.

MEETING DEVELOPMENTAL NEEDS. SCHOOL-AGE CHILD CARE. This is an excellent video to augment initial and on-going training of school-age staff. Characteristics of children 6-12 are discussed and linked to developmentally appropriate activities and practices. The part on social development is particularly strong and the video stresses that school-age staff are in pivotal positions to support children's growth and development. The video concludes with a summary of the highlights shown.

ACTIVITY PLANNING. (SCHOOL-AGE CHILD CARE SERIES). The video highlights the underpinnings of successful activity planning: a) the roles of the adults who work with children, b) the roles of parents, and c) community roles. The importance of staff with diverse backgrounds and varied knowledge, skills and abilities is stressed. Adult knowledge of school-age growth and development is described as essential in order to plan developmentally appropriate activities. Preparation of daily activity schedules is reviewed with consideration of the following factors: a) predictability- after school children need time to relax and they are hungry, b) flexibility- sometimes planned activities need to give way to spontaneity, c) variety- activities are offered which meet all children's developmental needs with several activities going on at the same time, and d) children need a wide variety of choices.

GUIDANCE AND DISCIPLINE. (SCHOOL-AGE CHILD CARE). This video presents the nuts and bolts of guiding the behavior of school-age children. The purposes of discipline/guidance, to develop inner self-control and build self-esteem, are discussed. Developmentally appropriate expectations are explored. The way environments, programming and adult/child interactions impact on behavior is reviewed.

The following videos are available from School-Age Child Care Project, Wellesley College Center for Research on Women, Wellesley MA 02181. The video **Between School-Time and Home-Time. A Look at Quality School-Age Child Care** comes with a training manual and the cost is $24.50. The cost of the video **Between School-Time and Home-Time. Planning Quality Activities for School-Age Programs** is $19.00.

BETWEEN SCHOOL-TIME AND HOME-TIME. A Look at Quality School-Age Child Care. This video stresses that quality school-age programs involve not only the children but families and communities. There is an overview of the basis for a solid school-age program which includes: a) well defined goals, b) a developmentally-appropriate environment, c) a nurturing emotional climate, d) learning enrichment through community resources, e) schedules planned to coincide with children's interests, f) wide variety of child choices, and g) parental involvement.

BETWEEN SCHOOL-TIME AND HOME-TIME. Planning Quality Activities for School-Age Program. There is an explanation that exemplary school-age programs offer developmentally-appropriate activities based on the interests and input of both the children and staff. Developmentally-appropriate activities provide children with opportunities to develop practical skills, use real tools, have many choices, develop responsibility, and develop life-time skills. These activities complement and enrich, rather than duplicate, children's school-day experiences. Quality program activities are built with the following considerations in mind: a) available space, b) schedules and routines and, c) human relationships.

Editor's Note: *These four videos developed by Illinois and the two from the Wellesley SACC Project represent the best that is out there in SAC videos. We have received many requests about videos and have recommended these extensively. We thought it fitting that our first video column review all of them at once.*

Betsy Shelsby is Training Director at the Baltimore City Child Care Resource Center. She is a self-proclaimed "video nut." She has been involved with school-age care since 1975. Most recently she was with the Department of the Army designing and developing school-age programs world-wide. Betsy will continue this Video NOTES Column in future issues.

Send us your suggestions for future reviews. ❧

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Woodworking, It Works!

by Sara Couch Miller

Mention woodworking to school-age children and the reaction is excitement; mention it to school-age caregivers and their reaction might be fear. Why such a difference in feelings? The kids love working with wood. They are attracted to this adult-like activity that is physical. For some it is a constructive way to let off steam after a day of restraint. Kids enjoy the measuring, the pounding, the drilling - making something. Caregivers are often apprehensive about safety issues involved with woodworking. The Director's role is to help staff overcome possible hesitations and to introduce a wonderful curriculum experience.

Since woodworking was traditionally considered a male activity, many females were never taught woodworking skills and are unfamiliar with the tools. Fortunately, the kids of today do not seem to have this stereotypical barrier. Both boys and girls are enthused about woodworking. Another pleasant surprise is that all ages of school-agers seemed to enjoy working with wood, even those harder to please older kids.

Getting Started

To implement woodworking into your school-age program will require an investment of time and commitment to learning, especially if it is all new to you and your staff. Buy a good woodworking book. I recommend *Woodworking with Your Kids* by Richard Starr and *Woodworking for Young Children* by Patsy Skeen, Anita Payne Garner, and Sally Cartwright. Familiarize yourself with the tools and the concepts. Then practice working with the wood. I cannot over emphasize the importance of the investment of this time. It will pay off.

Basic Safety

Safety is a prime concern for your program. Children must be oriented to the safety rules and they must practice them at all times while working with wood. Kids will ask why. Accidents are not planned. They can and do happen. Let the kids know that minor cuts and scrapes can be expected. Since you do not want major accidents, follow these basic safety rules:

- Use hand tools only. Children can create a wide array of projects with just hand powered tools. Remember before electricity, humankind created many beautiful things.
- Safety goggles should be worn at all times.
- There should be adult supervision when children are working with wood. When an adult speaks the child must respond immediately.
- Tools should be sharp. Dull tools are frustrating and dangerous.
- An adult should start the saw for a child who is a beginning woodworker.

Teacher Tips

As you work with the children you learn what works and what does not. Here are some teacher tips:

- Start with simple projects and work toward more complex ones.
- When children are first introduced to woodworking they want to "make something" rather than "just learn skills." Gear introductory skill lessons toward a finished product. For example, "We will learn how to hammer nails to make string art" rather than, "We will learn how to hammer nails." Once introduced to the tools and concepts, children focus on the process more than the product.
- Learn about the grain structure of wood. This is an important concept to know and to demonstrate so children will have successes rather than projects that break.
- A workbench or a heavy, firm table works better than a lightweight, flimsy table.
- Clamp a piece of plywood to the table to protect its surface.
- Know your terms and tools before you shop for hardware. You will feel more confident. You'll want to establish a good rapport with the hardware person, but don't rely on him or her to know what is best for kids; you are the child care expert.
- Cabinet makers can be a source of free or inexpensive wood scraps. Do not use synthetic wood such as particle board, since it might contain formaldehyde.

Tools

Tools can be expensive. Start with essentials and add as you can afford to. You can find all you need at a hardware store. Rather than buy children's tool kits, buy adult tools in the smaller weights and sizes. The cost for a basic set is about $ 50.00-$100.00. Here are recommended tools and equipment listed from the essential to the less needed:

- Safety goggles. If you cannot find kid-sized goggles, buy the flexible kind with elastic bands since these can be adjusted to fit the children's heads.
- C-clamps. These are an extra pair of hands to hold things in place.
- Measuring tapes, rulers, and squares.
- Sand paper. The finer the grit the smoother the surface will be sanded. Buy a variety pack.
- Sand paper blocks.
- Egg beater drills or hand drills. They often come with their own bits.

- Coping saws. Good for cutting curved shapes. Buy extra blades.
- Yellow or white glue. Glue is a strong attachment. It is much easier to glue than to nail.
- Brad pusher. A magnetic end holds tiny nails steady and a downward push inserts them into the wood.
- Claw hammer. Buy a light weight hammer of 7 or 8 ounces. The curved claw hammer is preferred to the straight claw hammer for safety reasons. People tend to bend over too close to the projects they are hammering, the bent shape of a curved claw hammer makes a hit in the face less dangerous.
- Nails. Common or finishing nails. Nailing is one of the more difficult tasks because of the precision required to hit the nail straight on the head. Practice nailing skills by hammering golf tees into styrofoam.
- Bench clamp.
- Back saw.
- Miter box. To make 90 and 45 degree angle cuts. For more advanced projects.

Project Starters

In your woodworking area include marking pens, crayons, paints, and pieces of scraps such as leather strips, dried flowers, sequins, lanyard strips, and buttons. Children come up with fantastic ideas when working with wood. Here are some project ideas to get you started:

- Sand precut wood scraps and attach things.
- Windsocks. Drill holes through wood scraps and thread knotted fabric strips.
- Wooden necklaces, badges, or wall hangers. Thread leather strips through two drilled holes. Attach sequins, feathers, or dried flowers.
- Design and glue miniature furniture.
- Key holders. Hammer nails into wood.
- Seine. Use flexible fiberglass window screen and attach to two equal pieces of wood.
- A club house.

Middle childhood is a wonderful age to include more complex woodworking skills which enhance gross and fine motor development. If children have not been introduced to woodworking by this age, it is a wonderful time to do so. Make the commitment to include woodworking in your program. Let us know how it works for you.

(Sara Couch Miller is a former school-age program director, now teaching at Eastern Michigan University.) ❧

YMCA

continued from page 2

vested $3,000 in a site for child-centered/child-directed activity centers?"

Ecklund pointed out that CEOs and Executives usually have no direct experience with child care. Yet this may be a major portion of their entire program. And they are the ones who lead the process of developing and evaluating child care. Both Baker and Ecklund began devoting 10 to 20 percent of their time to working on their child care programs. Two program managers were hired, one for internal issues and the other for external issues and site evaluation. The first task was to visit all the programs.

Baker, Ecklund and other staff joined local child care task forces and coalitions to both serve and learn from the wider child care community.

$115,000 was allocated to school-age supplies and equipment. Some of the money was to be raised by increasing fees a dollar a week and the rest was to come from surpluses and special fundraising.

Baker and Ecklund developed a public policy statement about school-age care that was adopted by the YMCAs across Tennessee.

It called for adult:child ratio goals of 1:12; increasing salaries and benefits so that they were in the top 25% for similar positions in a given local area; and reaffirmed its commitment to a scholarhip program based on a sliding scale (over half a million $ state-wide in 1991).

For programming it strongly advocated for "a balance between child-centered/child directed and adult-directed activities in order to incorporate children's ideas into the planned choices."

Results

Lisa Beck, Nashville YMCA Program Manager, reported that changing from a structured, adult-directed program to a child-centered/child-directed one was met with resistance, at first, by staff. Once children became more involved in planning the choices available and self-selecting their activities, discipline problems dropped dramatically and staff were "converted."

Clark Baker received more than a dozen calls and notes from other executives telling him how much they appreciated bringing this to their attention. Some were going to set up similar Task Forces.

Ken Vogt said that David Mercer, National Executive Director, was going to send a follow-up letter to all CEOs and Executives. He also related the comments of Larry Brank, Executive of the YMCA Community Services Branch in Asheville, NC. Brank found that the Nashville experience and the quote about spending money on a Stairmaster but not child care really brought home to him the fact that quality and money in child care programming go hand-in-hand. Brank said: *You can't have quality without investing in the program. And when you don't spend money on staff, equipment and materials, it's impossible to have a quality program. You can only paint so many rocks. You have to give your staff the tools to work with.*

As the National continues to help local YMCAs address the issue of quality care, a postscript is that Ken Vogt has been named to a newly created full-time school-age child care position for the National. He can be contacted c/o YMCA of the USA, 101 North Wacker Dr., Chicago, IL 60606-7386. ❧

Book Discounts to SAN Subscribers

As a new service to subscribers most resources that we carry will have a subscriber discount varying from 7-15%. Some of you may have already experienced the pleasant surprise of receiving a credit back on books you ordered at full price. All orders are checked to ensure current subscribers receive any discount due them. Our new catalog flyer details this. If you want one call (615) 242-8464 or send a note. (See page 3 for new selection).

Play Leadership Video

Jim Therrell, "Mr. Play", has produced "The Essentials of Play Leadership." Jim demonstrates the daily application of leadership skills. The video was filmed with "real" kids the kind that bounce, yell and don't listen. Jim shows techniques for managing groups of school-agers in play situations. Video is $22.95 plus $4 for 1st class shipping - PPLA-USA, PO BX 1891, Pacifica CA 94044, (800) 359-7331.

FREE Catalogs

—CORRECTION - Last issue the phone number and address for the following catalog was left out - *Front Row Experience's Innovative Curriculum Guidebooks and Materials Catalog* - a potpourri of books, materials & equipment for use with school-agers as well as preschoolers including parachutes and books on parachute games, tumbling mats, Port-A-Cort Basketball Goals and movement education books. 540 Discovery Bay Blvd., Bryon CA 94514 (510) 634-5710

—*Creative Educational Surplus* - low priced, surplus/salvaged materials providing imaginative scavengers with tons of ideas - mini trays, star molds, foam circles, plastic eggs, yarn balls, colored masking tape and more. 9801 James Circle, Suite C, Bloomington MN 55431 (612) 884-6427

—*Discount School Supply* - low prices on crayons, rest mats, Tornado tubes, toy vehicles and assorted crafts materials. PO Box 670, Capitola CA 95010 800-627-2829

—*Positive Images Children's Books* - African-American and other multicultural children's books. 593A Macon St., Brooklyn NY 11233 (718) 453-1111

—*Child Care Employee Project* - Publications on salary surveys, staffing studies, substitute recruitment and more. 6536 Telegraph Ave., Ste A-201, Oakland CA 94609 (510) 653-9889

—*Teach-A-Bodies* - anatomically-detailed, soft sculptured dolls includes the new Birth-A-Baby doll with uterus, detachable umbilical cord and placenta. 3509 Acorn Run, Ft Worth TX 76109 (817) 923-2380 ✤

CONFERENCES

OHIO
January 30, 31 and February 1, 1992
Professionals for SACC and OH Dept. of Educ.
State School-Age Child Care Conference
Contact: Attn: Lisa, OH Dept. of Educ., Div. of Early Childhood Education, 65 South Front St., Rm 202, Columbus, OH 43266-0308

CALIFORNIA
February 28-29, 1992
California School-Age Consortium
Fullerton, CA (north of Anaheim)
Contact: Julie Sinai (415) 621-4594
(This is the largest annual SAC conference in the world.)

MINNESOTA
March 6 and 7, 1992
Minnesota School-Age Child Care Alliance
St. Paul, MN **Contact:** Linda Sisson (612) 928-1421
(Send Workshop Proposals to: Alison Jamar, 5701 Normandale Rd, Edina MN 5524 Deadline Jan.17, 1992)

NEW JERSEY
March 13-14, 1992
New Jersey School-Age Child Care Coalition Annual Conference
Atlantic City, Merv Griffin's Resorts
Contact: Diane Genco, (908) 789-0259*
*Note correction on phone number from September issue

KENTUCKY
March 13-14, 1992
KY Coalition for SACC
Louisville, KY **Contact:** KY Coalition for SACC, 200 High Street, Bowling Green, KY 42101

TENNESSEE
March 27-28, 1992
4th Annual Governor's SACC Conference
Nashville, TN **Contact:** Cathi Witherspoon (615) 741-3312

NORTH CAROLINA
April 3 and 4, 1992
North Carolina Coalition for SACC Professionals
The Sheraton Imperial at Research Triangle Park, NC
Contact: Liz Joye (704) 365-0530 or Winnie Morgan (919) 732-1524

INDIANA
April 10, 1992
IASACC Spring Conference "Dealing with Change"
Indianapolis, IN **Contact:** Evelyn Eschenhoff 266-9622

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School-Age NOTES

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We Are All Americans

by Kathy Hermes

photo by Nancy P. Alexander

Diversity in school-age programs reflects the diversity of our communities.

Racial, ethnic and cultural diversity brings richness to living in America. In the same sense a diversity of approaches to activities affords a richness of experience in your program. Some activities may be individual and self-selected like in the photo above or the activity boxes on page 4. Others may be adult-directed and group oriented like the activities on page 5.

America has often been mistermed the melting pot, where the cultures of many nations have blended together to make one uniquely American culture. Actually, a better analogy would be that of a salad bowl, where each culture remains a unique part of the whole. The foods that Americans grow, produce and consume certainly reflect the uniqueness of this nation's many peoples. Evidence of cross-cultural contacts can be found on the farms and in the gardens, in the grocery stores and restaurants and at community celebrations.

The celebrations in the months of November and December center on food. With so many tempting holiday goodies our biggest problem is avoiding excesses. It is easy to forget that food is not readily available to everyone in the United States. Many people in our cities and rural areas regularly go to bed hungry. Take some time this season to help children understand that even in America, the land of plenty, not everyone is sufficiently fed. Here are some ideas:

* Younger children can act out a story that deals with sharing food and helping others through hard times.

* Older children can make a collage on world hunger, using newspaper and magazine headlines and pictures. Events in the Soviet Union have focused the world's attention on hunger.

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NSACCA Passes NAEYC '92 and Goes to Spring '93

The National School-Age Child Care Alliance (NSACCA) has confirmed its plans to move its Annual Conference from the two days before NAEYC's (National Association for the Education of Young Children) Conference to the spring of each year.

This means a one time 18 month break as the NSACCA Conference moves forward to the spring of 1993 skipping the NAEYC 1992 Conference in New Orleans.

The National Conference will take the place of a yet unnamed state school-age conference. This will give NSACCA more flexibility as it moves out of the shadows of NAEYC. Participants will have better hotel rates and access to weekend airfares.

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School-Age Child Care: An Innovative Model

by Eva Stelzer-Rudick

The most exciting program I have seen in many years is Montreal's "Maison d'Enfants", translated into English, "The Children's House". It began as a pilot project by two sisters who realized the need for school-age children to have a place to go to feel at home and not alone. They began the "Maison d'Enfants" as a project in a neighbourhood where the only other choice for these children is to be home alone.

The two sisters began by interviewing hundreds of children in the inner city neighbourhood where they ultimately set up shop. They went from school to school and asked the children what they would want and what their needs are in an after school program. Many programs, as we know, cater to the needs of the parents. This one does not. It caters to the needs of the children.

The first thing the children surveyed wanted was a spiral staircase. The organizers received this response so often that they ultimately rented a home that has a spiral staircase. They believed that this feature is part of the American dream television image of family. Since the children using the "Maison d'Enfants" are from underprivileged homes they felt the need to provide the comfort feature required.

A second thing that children expressed was a desire for was pets. So, this after school program has rabbits, hamsters and turtles which the children not only care for, but can take out on overnight loan like a library book. Pets give children developmentally appropriate responsibility. They also let children give and receive unconditional love.

Thirdly, the children wanted a quiet space to read. The organizers set up a study room with one large table and chairs. There are sofas around the room for those who prefer working or reading while lounging. The only rule in this room is that children must be quiet and respect those who wish to work.

The other rooms that were set up each have a purpose. There is an arts and crafts room, and a dress-up room where animators encourage children to put on skits and role play real-life situations. This becomes a cathartic experience which can help children become in touch with their feelings.

My favourite room is the blue room. This room has rules posted on the door which must be read and respected before entering. They include: no shoes, no sharp objects, no talking and no touching. Once in the blue room one is immediately overcome with a sense of tranquillity. The walls and ceilings are painted sky blue with fluorescent stars on the ceiling. The floors are covered wall to wall in sky blue cushions. There is no other furniture. An animator plays soft new age music and leads activities which require reflective thought or imagery. Such ideas as imagine yourself on a beach and the sun is warming you. You feel great as the heat penetrates your body, and so on. The purpose of these activities is to promote inner strength and inner peace. Again, this is a time where children can get in touch with their feelings. At the same time they must show respect for their peers in the room with them by following the basic rules.

This unique and innovative program caters to some 60 children a day. Although most programs cannot have a separate room for each activity, I feel we can learn a lot from the ideas presented here.

All programs can have dramatic play with skits and role playing led by the students. All can make study relaxed and not have children sit at desks as if they were back at school. Most programs can have a small pet library, encouraging trust and responsibility in the children. Any program should take time to help children get in touch with their feelings. Most of all, ask the children what their needs are. Let them help set up their extended day program.

Eva Stelzer-Rudick is an Early Childhood Instructor at Vanier College, Montreal, Québec and teaches the school-age child care course. (Editor's Note: "Neighbourhood" and "favourite" have been left in the English spelling style rather than Americanized.)

Canadian SAC Network

Eva Stelzer-Rudick, a SAC instructor at Vanier College, Montreal, has agreed to begin a data base of people interested in organizing a Canadian School-Age Care Network. She also is interested in networking with other Canadian SAC instructors to discuss course content and certificate programs.

CONTACT: Eva Stelzer-Rudick
8 Minden Rd.
Montreal, Que H3X 3M4
(514) 744-7627

The time must be right for such a network because it was also raised as an issue at the NSACCA Conference in Denver.

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Policies Needed for Special Situations

In the May/June issue of School-Age NOTES we published a sample page from Before and After School Programs: A Start-Up and Administration Manual *by Mary McDonald Richard. The page shown was a "Sample Policy and Procedure for Discharging a Child from the Program". In the September issue we printed a letter from Linda Sisson of Edina (MN) Kids Club, expressing concern over the procedure and the philosophy. Linda was particularly concerned that the policy might be used to exclude a special needs child from the program. What follows is the author's response.*

I agree with Linda that children who exhibit disruptive behavior have special needs, and believe that the majority of them can be served by general school-age child care programs. However, I have experienced situations in which the severity of children's social problems resulting from their disabilities were not mitigated by positive child guidance methods used by SACC staff or the staffing patterns in mainstream programs.

Our programs are being asked to care for an increasing number of children who have conditions arising from Fetal Alcohol Syndrome (FAS), (FAE) or other prenatal substance abuse. Some of these children have also suffered emotional and/or physical abuse. Likewise, the number of school children identified with other biological conditions which affect behavior, adjustment and learning is increasing. Recognizing this, I have also assisted in the development of programs which provide child care and services for schoolagers whose difficulties were such that they made placement in a general program unfeasible.

The Discipline and Discharge Policy is intended to give a form of "due process" to all parties involved in child care. In the event of an extreme situation with a child, it is most fair to all if a procedure for discharge has already been spelled out. It is arbitrary and unfair for staff to "make up rules" when a difficult (unforeseen) situation arises. Furthermore, if a complaint is carried as far as the Office of Civil Rights, then the program is in trouble if it cannot demonstrate that it had a written policy concerning the process of discharge, and that it documented its handling of procedures.

The best school-age programs implement philosophy and practices which head off misbehavior and acting-out. Experienced, well-trained staff, favorable staffing ratios and supportive policies contribute to this. I have much praise for Linda Sisson and her advocacy for inclusion of children with special needs. Her program is an exciting model, and I recommend her book Kids Club, which is also published by School-Age NOTES.

Mary McDonald Richard
Iowa City, Iowa

At-Risk Child Care Programs Proposed Regulations Come Under Fire

by Charles Pekow

Charles Pekow is the Editor of "Day Care USA". This report was written to update our readers on SAC news.

The At-Risk program provides $300 million for child care tuition subsidies for families "at-risk" of falling into welfare dependency without them. States must match the federal contribution at the Medicare matching rate (50% in most states). The subsidy covers children through age 12, except children with disabilities are covered through age 18 or 19 (depending on state definition of "dependent child"). The age 12 limit will be a handicap for programs in middle schools.

The Bush administration's regulatory plans for the At-Risk Program came under sharp attack in Congress.

No Funds for Improvement

The Administration on Children and Families (ACF) received strong criticism for its proposal limiting the amount of funds that can go for improvement, resource development and administration. With 75% of the grant funds under the Child Care & Development Block Grant earmarked for the tuition subsidies and "quality and availability" activities, AFC proposed that 90% of the funds go to the subsidies. (States could apply for waivers down to 85% in the first two years if they show they need the money for start-up costs.)

The National Governors Association complained that state Administrative costs run between 8% and 15%, and that a "10% cap will leave virtually no funds in this category for quality improvement or to expand availability."

Fee Structure Cuts Out Best Programs

Several groups complained about the proposal for the At-Risk program that would not allow federal payment for school-age care that cost more than the 75th percentile is an artificial ceiling that is already creating difficulties for local agencies providing child care under the Aid to Families with Dependent Children child care program in the Family Support Act. The whole concept of the 75th percentile, we believe, precludes low-income parents from utilizing many of the best quality centers and homes," the National Association of Counties complained.

Instant Activity Boxes

by Betsy Shelsby

Instant activity or prop boxes are self-contained units containing all the materials needed for a particular activity. Boxes can be plastic bins, shoe boxes, photocopy paper boxes or other containers which have the capacity to hold all activity items. Activity or prop boxes have the following functions:

- for solitary use by children who need to do something apart from the group or for use by small groups of children
- to introduce seldom-used, fresh materials on long rainy weeks
- to help children look at common-place materials in new ways

Cookie Recipe Card

Ingredients
- 1/3 Cup oil
- 1/2 Cup honey
- 1 egg
- 1 teaspoon of vanilla
- 1 1/2 Cups whole-wheat flour
- 1/2 teaspoon baking soda
- 3/4 teaspoon salt
- 1 teaspoon cinnamon

Directions
- Preheat oven to 350 degrees
- Sift together flour, soda, salt and cinnamon. Set aside.
- In a large bowl mix together the oil and honey. Mix in the egg and vanilla.
- Add the sifted dry ingredients. Mix until all the flour is gone (you can add raisins or nuts if you like them).
- Drop teaspoons of mixture on ungreased cookie sheets and bake for about 10-12 minutes.

Food For Our Feathered Friends Recipe

Equipment
- Pine cones
- String
- Mixing bowl
- Measuring cup

Ingredients and Directions
- 1/2 pound of lard
- 1 Cup peanut butter
- Sunflower seeds
- Mix together and roll pine cones in mixture. Tie with string and hang on trees.

(Betsy Shelsby is Training Director at the Baltimore City Child Care Resource Center.)

Suggestions for four prop boxes and their contents are listed below.

Photography Box

- Polaroid Camera
- Instamatic Camera
- Instructions on using the cameras
- Photography tips
- Materials for making albums

Woodworking Box

- Small, multi-shaped pieces of wood
- nails, screws
- small hammer
- screw driver
- small hand saw
- vise
- ruler, tape measure
- wood glue
- sand paper
- string
- pencils
- small containers of tempera paint
- paint brushes

Treasure Hunt Box

- Graph paper for map making
- Treasures (these can be supplied in quantity by purchasing inexpensive packages of birthday party favors)
- Paper and pencil for clue narratives

Cooking Box

Equipment
- oven (too big to fit in the box!)
- measuring spoons and cups
- mixing bowls
- sifter
- mixing spoons
- baking sheets
- spatula
- recipe cards (covered on both sides with clear contact paper)

1022

SCROUNGER'S CORNER

Source - independent building contractor
- * small, multi-shaped pieces of wood
- * nails, screws
- * linoleum scraps
- * tile scraps
- * end of roll of wallpaper
- * part cans of wall paint

Source - Print Shop, Copy Place
- * colored paper scraps

Source - Wholesaler of toys, novelties
- * Ask what they do with "seconds"

Source - Retail or discount stores
- * Ask for damaged games or equipment

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Similarities & Differences

Edited by Kathy Hermes

Games can focus on similarities of people and working together:

For similarities of people try the Difference Game. (Grades K-2) Have children stand up. (If you have a small area inside, go outside and play the game.) Give the following commands quickly to make the game more fun.

* Hop on one foot if you are left-handed.

* Sit down and stand up if you have blond hair.

* Turn around two times if you have brown or black skin.

* Take two giant steps if you are a fast runner.

* Touch your toes two times if your skin is white.

* Reach up high if you have black hair.

* Shake hands with a friend if you have curly hair.

* Hop like a frog if you are right-handed.

* Touch your knee if you like being here.

Ask them to help you create more commands for the game. After the game, point out that some of them are alike in some ways and different in others. The world wouldn't be very interesting if we were all just alike!

For people working together try Popcorn Ball Tag. Play the game in a designated area. Choose one member to be "it". All members, including "it", pretend they're popcorn kernels and hop up and down. When "it" tags someone, they link hands with "it" (like sticky caramel popcorn) and continue to hop up and down.

As each player is caught, they joins hands with "it" and the people who have been caught. The game continues until everyone has been caught (a big caramel popcorn ball). The last player to join hands becomes "it".

AMERICANS WITH DISABILITIES

The Americans with Disabilities Act affects every school-age child care program. Begin to sensitize staff and children to be removing barriers to participation.

Go for a walk around the school, the neighborhood, playground, a shopping center or community building. Tell them that they are going to search for the symbol for handicapped access and for obstacles a person in a wheelchair, with a walker or on crutches might encounter. Here are some things they can watch for:

* buildings with only stairs at the entryways

* curbs more than 2" high

* doors too narrow for a wheelchair

* elevator buttons, drinking fountains or telephones too high for a person in a wheelchair to reach

* obstacles to a hearing impaired person

* obstacles to a visually impaired person

Show children the symbol used to show that a building or parking space is accessible to a person with a disability. Ask questions like these: Where have you seen this symbol? What does this sign mean to a person with a disability? (The building has doors and rest rooms that are wide enough for a wheelchair.) Are parking spaces marked with this symbol reserved only for people in wheel chairs? When you return, help the children explore ways your site might be changed to accommodate a person in a wheelchair or a person who is visually or hearing impaired.

SCIENTIFIC DIFFERENCES

Set up a science interest center that shows how physical changes work. Choose one or both of these activities and set out the necessary supplies with written instructions. Younger children might need help with the experiments. A staff member should provide supervision but allow the children to conduct the experiments.

1. Shiny Pennies. Have the children put a mixture of one tablespoon of salt and 1/2 cup of vinegar in a paper cup, and place three or four pennies in the mixture. What happens? (It makes the pennies shiny.)

Then they can put two or three dirty pennies in one cup with vinegar, and another with a salt and water mixture. What happens? (Nothing. Neither salt water nor vinegar will clean pennies very well.)

Place two nails in the salt and vinegar mixture, and wait five minutes. What happens? (Copper from the dissolved tarnish in mixture coats the nails.) Do this experiment using other coins or pieces of metal.

2. Cornstarch Clay. Children put 1/2 box of cornstarch in a bowl, mix it with about 3/4 cup of water and work with the mixture until it has the consistency of clay. Ask the children: What was the cornstarch like before you added the water? What happened when you added the water? What happens when you tap on the outside of the mixture? (Feels hard.) What's inside the mixture? (Liquid.) Form the mixture into a ball. What else can you do with it?

Kathy Hermes is the Child Care Program Specialist for Camp Fire Boys and Girls.

CORRECTION – The caption and credit for the photo with Sara Miller's woodworking article in the October issue were inadvertently omitted. The photo was of Sara Miller sawing and the photo credit goes to her husband Curt Miller.

Our Difficult Child: Living Our Philosophy

by Janice M. Jordan

When Roman first came to our SACC program the only unusual information we knew about him was that his mother had recently died. We had no idea there would be any out-of-the-ordinary problems or that he would be in any significant way, different from the other children in our care.

My first meeting with Roman was short and not so sweet. I asked him his name. He said, "F__k you." Anger flashed in his eyes. In the days that followed he did everything he could to ensure that every child and every adult in the program would not like him. He was very successful.

"We can't have him here." "We can't deal with him." "He's ruining the program for the other children." "He's impossible." "He won't do a thing we say." "We can't control him." "He needs one on one." These were some of a long stream of staff frustrations.

"To protect and nurture each child's individual uniqueness," is a part of our program philosophy. Here was Roman; certainly an individual and, without a doubt, unique.

Our Roman is one of many unique individuals. How can we protect and nurture their special qualities?

Identify Special Qualities The first step is to identify these qualities. We discovered, quite accidently, that Roman has an outstanding sense of humor that can be evoked during a heated argument to help lighten the air. Sometimes we can tickle him gently, or make a funny face and his anger turns to laughter. We have come to learn this child has a magic sparkle in his eyes.

Allow Space for Feelings The second step is to find a way to allow Roman his feelings and create a space where we can talk with him in healing ways. Humor works. We can also try finding a place and a way in which he can feel his anger. A private space where he can hit pillows or scream into them. A tape recorder where he can verbally express how mad he feels. An open place where he can run. A stationary bike to exercise away the energy anger produces. Not only must we validate his anger, we must teach him practical ways to express it.

Build Self-Esteem Now that we are working on ways to help Roman learn to channel his feelings, we must go beyond putting out fires. We ask ourselves - how can we feed Roman's self-esteem? Besides having a great sense of humor, Roman likes to be given responsibility, a task to carry out. Can we team him with another child and put them in charge of joke day, or a joke-collection booklet or bulletin board?

"I asked him his name. He said, 'F__k you.'"

Identify Difficult Times and Restructure Next we need to look at where and when Roman has the most difficulty. During transitions? During group time? Roman has trouble deciding where and on what project to spend his time. Once he has settled on something he often becomes very involved. We decided to schedule his time to teach him how to make wise choices. In order to do this we reduced the number of choices he has to make at one time. One staff member talks with Roman when he arrives in the morning. Together they divide the morning time into half hour increments. She gives Roman two choices for each one half hour, alternating active and quiet activities. He carries his morning schedule in his pocket. He looks forward to each subsequent activity. His morning schedule might look like this:

7:15 .... Arrival
7:30-8:00 ...... Breakfast and reading aloud to a staff member.
8:00-8:30 ...... Working on basketball skills with small group in the gym.
8:30-9:00 ...... Building with Legos.

Things do not always go smoothly with Roman. The question I hear the most often is - why? Why do we put up with a child like this?

Living Our Philosophy The answer lies in our philosophy. We must do more than give lip service to our words. We must live them. We must, in the vernacular of the day, walk our talk. When we speak of uniqueness, of individuality, we are talking not only about the child who paints beautiful pictures, or the child who is so coordinated it is a joy to watch her partake in gym activities, or the child who gives warm, cuddly hugs. But we are also talking about the Romans of the world who find it easier to hate and mistrust, who get what they need by hitting and swearing; whose only source of power is to refuse to cooperate. These are the children who need our guidance, patience and nurturing. These are the children who need us and our skills. It is when we rise to meet this challenge that we are truly protecting and nurturing individual uniqueness.

Janice M. Jordan is Director of the Wayzata Home Base program in Plymouth MN.

22 Activity Ideas

The minimum number of Activity Ideas in this issue is 22.

Can you find them all?
- page 1 - two
- page 2 - four
- page 4 - six
- page 5 - five
- page 6 - five

Can you find more ideas?

New Selections From SAN

Note: As a new service to our subscribers most resources including the new selections below have a subscriber discount. (Of course our money-back guarantee is always in effect. If a resource doesn't meet your expectations, a prompt refund of book price will be issued.)

The Kid's Guide to Social Action - Step-by-step guides to social action skills: letter writing, interviewing, speechmaking, surveying, fund raising, media coverage. Social action tools, ready to copy and use, including petitions, letters, and news releases. Actual examples of how kids have taken action to improve their communities. (12.95 for subscribers) 14.95

***Stick Up For Yourself! - Two book set**, a kid's guide and teacher's guide, that offers a complete course on lifeskills for building self-esteem and being assertive in positive, meaningful ways. Encourages an understanding for emotions and naming feelings in order to be responsible for self, feelings and making choices. "Every kid's guide to personal power and self-esteem." "A 10-part course in self-esteem and assertiveness for kids." (20.95 for subscribers) 23.95 **Our pick for "most exciting" new resource.*

Roots & Wings by Stacey York - "Affirming Culture in Early Childhood Programs" - A practical guide for implementing multicultural education in your program, both preschool and school-age. Curriculum planning ideas and formats and over 60 hands-on activities for enhancing the understanding and acceptance of diversity. Ideas for integrating cultural awareness into all aspects of your program. 205 pages. (20.95 for subscribers) 22.95

Anti-Bias Curriculum: Tools for Empowering Young Children by Louise Derman-Sparks - Practical book shows adults how to be aware of their biases & their influence on children, how parents & teachers can work together to reduce, handle or eliminate bias in themselves & children, & how to empower children through examples & activities to overcome the biases they have developed against people of different colors, cultures & abilities. (7.95 for subscribers) 8.95

Good Earth Art by Mary Ann Kohl and Cindy Gainer - Over 200 environmental art projects that encourage a caring attitude towards the earth. Activities are practical and open-ended and use recycled and natural materials. Activities include Garden Critters, Car Parts Sculpture, Innertube Prints and loads more. (14.95 for subscribers) 16.95

Creative Play Areas - Over 185 simple inexpensive projects designed for and used with children from age 2 to 12. Uses play areas to set-up a personal and enriching environment for each child using the concept of providing a home/neighborhood atmosphere. Many of the play areas are outside and would be great for summer care. (8.95 for subscribers) 9.95

Activities for Before and After School by Marti Gork and David Pratt - 96 page resource of projects and activities. 8.95

Make Me A Zoo - Easy-to-do projects that will turn a classroom into a zoo. Each craft activity creates an animal to display, discuss and take home. 6.95

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FREE Playground Guide

Landscape Structures, Inc. is offering free reprints of the latest U.S. Consumer Products Safety Guidelines on playground safety. The new 31-page edition released November 15, 1991 now separates guidelines for ages 2-5 and 5-12. Contact: Landscape Structures, Inc. 601 7th Street South, Delano, MN 55238, (800) 328-0035.

Multi-Cultural Resources

Two Camp Fire projects are available as resources. "*Many Cultures Make Up Our World*" can be purchased for $6.00, catalog #D-32500. "*Imagine No Hunger*" contains a game and playing pieces and costs $5.00, catalog #D-33500. Both can be ordered through Customer Services, Dept. S, Camp Fire Boys and Girls, 4601 Madison Avenue, Kansas City, Mo 64112. Prices include shipping and handling.

S-A Training Manual

Sue Lawyer-Tarr has a new School-Age Staff Training Workbook available as well as her other book and workshop audio tapes. For more information contact: The Clubhouse Press, 1906 South Boston, Tulsa, OK 74119 (918) 747-2622

Texas SACC

Strategies for School-Age Child Care in Texas by Nancy A. Baker provides guidelines for establishing and improving programs. It contains models of programs and information unique to Texas, as well as information helpful to any school-age program. $16.75 plus 3.50 S&H send to: Corporate Child Development Fund, 4029 Capital of Texas Hwy South, Ste 102, Austin TX 78704-7920 (In Texas call (512) 440-8555 to see if you qualify for a free copy.)

FREE Catalogs

— *SACUS* - Resources on ECE, Curriculum, multi-cultural approaches, public policy, kindergarten, discipline. P.O. Box 5403, Little Rock, AR 72215-5403, (501) 663-0353

— *Fund Raising Institute* - Over 60 professional fund raising resources. 12300 Twinbrook Parkway, Ste 450, Rockville, MD 20852-9830, (800) 877-8238

CORRECTION - Correct Address and phone # for: Anne Bramlette, Exec. Dir., GA School-Age Child Care Council, 119 East Court Sq., Ste 205, Decatur GA 30030, (404) 373-7414, The GA SACC Council has several publications.

NON-SACC CONFERENCES

The National Association of Child Care Resources and Referral Agencies
Fourth Annual Symposium
February 19-21, 1992
Washington Hilton and Towers, Washington, DC
Contact: NACCRRA, 2116 Campus Drive SE, Rochester, MN 55904, (507) 287-2220

Children's Defense Fund
March 5-7, 1992
Annual National Conference, Atlanta, GA
Contact: CDF, 122 C Street NW
Washington, DC 20001
(202) 628-8787

Southern Association on Children Under Six 43rd Annual Conference
March 23-28, 1992 Tulsa, OK
Contact: SACUS, P.O. Box 5403
Little Rock, AR 72215-5403
(501) 663-0353

First National Conference on Family Literacy
April 12-14, 1992
The University of North Carolina at Chapel Hill
Contact: Sharon Darling, Nat'l Center for Family Literacy, 401 South 4th Avenue, Suite 610, Louisville, KY 40202-3449 (502) 584-1133

Family Day Care Technical Assistance Conference
April 30-May 3, 1992 Atlanta, GA
Contact: Save the Children (404) 885-1578

The Family Resource Coalition Fourth National Conference
May 6-9, 1992 Chicago, IL
Contact: FRC, 200 S. Michigan, Ste 1520
Chicago, IL 60604
Stephanie Lubin (312) 341-0900

Midwestern AEYC Conference
May 6-9, 1992 Milwaukee, WI
Contact: WECA (608) 257-0909

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Extended Day and Enrichment Programs — Educational Solution or Dangerous Trend?

by Rich Scofield

U.S. Secretary of Education, Lamar Alexander, has called extended school programs in Murfreesboro, Tenn. a solution to the problem of how to pay for more pupil hours. He favors extending the school day and school year by making it optional and charging parents for the extra instruction.

Alexander has said, "I would like to see school districts open their schools in the afternoon, open them in the summer and invite parents to send their children there."

As a professional field, we certainly have advocated school building use for communities where there is a lack of school-age care. However, Alexander has seemed to overlook the quality school-age programs that already exist in non-school sites after school and during the summer.

Extended school and enrichment programs influenced by this drive to appear "educational" cannot meet school-agers developmental needs after school.

A greater concern is the misconception that a longer school day and longer school year will correct an education system that has been going about education in the wrong way for 30 years.

Somewhere during the past 30 years along the road to a better education for our children we took a side road. We abandoned both the early educators like John Dewey and current brain research on how children learn.

"One of the fundamental reasons schools fail is that they impose on learners a single state of unrelieved boredom," say the authors of *Making Connections: Teaching and the Human Brain*. This style of programming, environment, and adult/child interaction should certainly not be continued in an after school program.

School and learning should be synonymous. It should mean that activities and materials are exciting, relevant, meaningful and fun. Research shows that this makes learning easier and retention better. Exciting, relevant, meaningful and fun are the same goals that we have for school-age care programs.

Adults dredge up memories of their own education which was memorization of isolated facts and skills and believe that learning is something tedious and difficult. They believe that education and learning can only happen if associated with words such as reading and math rather than fort building and free play.

An activity after school should not have to have the appearance of being "educational" or "enriching" or to produce a product to be valued by adults. In fact, those programs after school that rely on adult-led "learning activities" like studying Japanese or a mini-course on computers may actually hamper a child's development by not meeting physical, social and emotional needs.

The National Association of Elementary School Principals in its "Standards for Quality Programs for Young Children" has stated as one of the four fundamental principles of curriculum: "Spontaneous play, either alone or with other children, is a natural way for young children to learn to deal with one another and to understand their environment; play should be valued and included in the program plan."

A school system that does not appreciate the value of play is a system that does not reach its fullest potential and unfortunately its children don't either. Extended school and enrichment pro-

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grams influenced by this drive to appear "educational" cannot meet schoolagers developmental needs after school. Only when a child's full physical, mental, social, and emotional development is considered by a school system and considered holistically, not as separate parts on a national standardized test, will extended school and enrichment programs have an opportunity to be developmentally appropriate and truly contribute to a child's education.

The Guest Editorial that follows looks at "learning" and school from another perspective.

Pull Them Back from the Cliff

by Ann Levy
President, SACUS

We call it the cliff effect.

The lucky children first experience "school" — whether it is a child care center, a preschool, a family day care home or maybe Sunday school — as a place where they are free to find out about life and the world in their own myriad ways. Life at school, just like life in their homes and yards and perhaps at their grandparents' houses, is full of important tasks as well as times to play. The children know that they have as much to contribute to their worlds as every other person they know.

Preschoolers plant a garden along the playground fence. They watch the snap beans grow until it is time to pick them. They carry their harvest proudly to the kitchen and participate in washing, snapping and steaming the beans. They make a procession from the kitchen to the lunch tables and every child has a bean or two on his plate. After lunch they help clear the tables before getting out their own mats and blankets for rest time.

Kindergartners go on field trips to nearby nursing homes, knowing that the residents will enjoy hearing the new songs they have learned. The children take responsibility for remembering bus fare and most of them do arrive with quarters stuck in their pockets or tucked in tiny purses. Off they go on the bus, using the same kind of transportation that their parents and other members of the community use. Back at school, they practice writing their names as they write a thank-you letter to the senior citizens for the cookies and punch they were served.

But then we lead these children over a cliff. The children who were lucky to enjoy exciting, interesting classrooms in preschool and kindergarten and perhaps first grade find out, by second grade, what most American schoolchildren already knew. They learn they are not "ready" to learn most of the interesting things in the world. They fall to a place where their ways of learning are rarely valued and often discouraged.

> **"Children know that schoolwork is largely 'make work'. They realize that 'workbooks' and 'seatwork' are not the same as real work."**

The cafeteria staff will take care of preparing the lunch. No money changes hands when they ride the school buses on the year's single field trip. Instead of writing real letters to real people who might write back, they write "assignments" which the teacher may not read for a week and may never discuss with the young writers. Whereas in preschool they planned, design and created a school newsletter for parents to read, now that is handled by grown-ups.

They are told to open their books at 10 a.m. to icebergs and at 10:45 to the difference between "sum" and "some". They are told what to think about, when to think about it, and, most importantly, what the *right answer* is.

They get the message that they are not "ready" to participate in most of the activities of their schools and communities.

The country is worried that American children are not taught "how to think". The federal Department of Labor recently warned that "we're not preparing our children for the world of work". To the extent that that is true, it may be because we do not value their work. Nor do we enable them to work in the real world. Children know that schoolwork is largely "make work". They realize that "workbooks" and "seatwork" are not the same as real work.

Perhaps when elementary and secondary schoolchildren can feel the same pride and purpose in their work that those lucky younger children feel, then this problem of not being "ready" to work will diminish.

Ann Levy is President of SACUS which is the Southern Association on Children Under Six. This Guest Editorial originally appeared as the President's Message in DIMENSIONS *Fall 1991 issue. It has been reprinted by permission of SACUS.*

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SAC Issues in Canada Similar to U.S.

Social Services Representatives for the City of Calgary in Alberta, Canada consult with 140 school-age programs. One of them, Linda Ward, shared a litany of issues in school-age care that will sound familiar to those here in the U.S.

Concerns include zoning by-laws, determining the best sites, overflowing schools and competition for space, reluctance of principals to become involved because they question if they should be in the business of child care, training of staff, nutrition, and how to implement distal supervision for "senior school-agers" (ages 10-12). (Distal supervision is non-direct-line-of-sight supervision, such as use of spill-over space like hallways or adjacent rooms.)

Illinois Statewide R & R Project:

A Public-Private Partnership

"Child care is much more than mere convenience. It is an economic necessity for many families and a vital concern for employers;" says Sue Suter, Director of the Department of Children and Family Services for the State of Illinois, "States that do the best job gain an advantage in strengthening their economy."

A unique public/private partnership combines resources of the Illinois Department of Public Aid, the United Way of Chicago, and the Department of Child and Family Services of the State of Illinois to provide more child care and better child care resources through Child Care Resource and Referral.

The service is responsible for:
– a database of available child care options
-consumer education and referral
-recruitment of new providers including both home-based and center-based
– training for caregivers and consultation for employers
– needs analysis to determine what parents need in relation to what is available

Through the partnership the state of Illinois has entrusted a private agency with a heavily invested public child care system.

For further information, contact Susan Patke, Project Coordinator for United Way, Illinois Statewide CCR&R Project, 221 N LaSalle St, 9th Floor, Chicago, IL 60601-1284. (312-580-2800)

School-Age News

by Charles Pekow

Charles Pekow is the Editor of "Day Care USA". This report was written especially for SAN readers.

New Block Grant Funds

The Child Care & Dependent Block Grant is getting full funding in its second year - $825 million. But funds for the Child Care Licensing & Improvement Block Grant got zeroed out. The program was to have replaced a similar program created by the Family Support Act of 1988 that expired in 1991. The reason given was that states could continue the same activities with the other block grant funds.

Money to help with school-age care is included in the following FY '92 appropriations:

- Job Opportunities & Basic Skills Training/Transitional Child Care: $433 million.
- At-Risk Child Care: $300 million.
- Social Services Block Grant: $2.8 billion.
- Child Development Associate scholarships: $1.397 million.
- Dependent Care Block Grant: $13.175 million.

Mothers Blame Lack of Care for Lack of Work

About 78,000 mothers in their 20's said they didn't work in 1986 because they couldn't find care for a school-ager.

About 39,000 of them lived at or below the poverty line, according to a survey released recently by the Bureau of Labor Statistics.

Final Rule Clarifies Snack Provision

School-age centers participating in the Child & Adult Care Food Program can serve two snacks and a meal or two meals and a snack. The Food & Nutrition Service recently issued final regs governing the additional food service authorized by the Hunger Prevention Act of 1988.

The interim rule in place until now didn't clearly state that the centers had the option of providing a second snack instead of a second meal, although that was FNS's intent. The final rule clarifies this. Programs are still barred from serving lunch on days school is in session.

GREEN NOTES

Janice Jordan is Coordinator of the Wayzata Home Base program in Plymouth MN. She shared some of her ideas with us for this GREEN NOTES column.

Long before recycling became a widespread concern, people in school-age child care were doing it, at least we were here at Home Base. These are some of the things we do regularly:

1. Recycled toilet paper and paper towel holders can be built into original "marble works" or a myriad of sculptures or anything your kids can imagine.

2. Emptied, washed out orange juice cans can make plain to fancy pencil holders.

3. Get a ton of junk mail? Kids love the envelopes, stamps and form letters to play business, post office, etc.

4. Paper with writing on one side comes from all over our school and our kids make scratch pads, paintings, drawings, paper airplanes - you name it.

5. Old classroom books are snatched from the mechanical arms of the garbage truck and used for, what else, playing school. Old work books and ditto sheets, the same.

6. Save old kitchen boxes from foods for your dramatic-play-store.

7. Old crayons can be melted down to make "crazy crayons".

I think it is especially important to teach children growing up in affluent areas that it is our responsibility to recycle, reuse and reduce our consumption.

We are excited to report that the 2nd printing of our book *Kids Club* has used recycled paper and the 3rd printing of *School-Age Ideas and Activities* will be on 50% recycled paper. The copies will carry notice that by using that recycled paper 6 mature trees are saved for every 1000 copies printed.

49 Activity Ideas

The minimum number of Activity Ideas in this issue is 49.
Can you find them all?

page 2 - five	page 3 - seven
page 4 - seven	page 5 - thirty

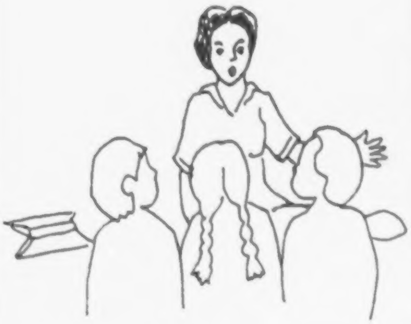
Can you find more ideas?

Indoor/Outdoor

by Kathy Hermes

SOUND EFFECTS

Have the children create sounds for a dog, cat, crying baby, space monster, running, walking, rain on the window, wind blowing, etc. Use instruments or things in the room as "sound makers", too! (Rustling paper, book slamming shut, door closing.) Play back the sounds and let them guess what made them.



Story Time: Have the children make up a story, or use a familiar story and create sound effects for the story. Have the children use musical instruments and sounds to represent characters, actions or situations in the story.

For example, if a character is walking, have the children slap knees in rhythm, or if rain is hitting a window, have them tap a pencil on a chair or table. When a character's name is mentioned, have the children ring a bell, tap a glass, bark or meow.

Assign the sounds needed for the story to individuals, pairs or groups. Let the children practice the sounds before the story begins.

Each time the person reading the story comes to a part needing sound effects, he/she hesitates and waits for the appropriate sound. To make it easier, the storyteller can name the character, action or situation before the sound is to be made.

CHANGING SEASONS

Telescope Hike: With one hand rolled up like a telescope and held up to one eye, take a hike and discuss how different the world looks through "tunnel vision". Look for signs that winter is preparing for spring.

Some animals prepared for winter by migrating, others made new homes.

Homes Search: Talk about the word "home". What does it mean? Ask the children to name as many people homes as they can—houses, trailers, log cabins, tents, apartments, boats, igloos, etc.

Explain that animals have homes, too. Ask then to name as many animal homes as they can—nests, ant hills, ponds, streams, dog houses, bee hives, burrows, caves, meadows, tree trunks.

Take the children outside. Designate a specific area for them to look for animal homes. Have them check the ground, the trees and the bushes, under rocks and leaves, etc. Make sure they do not touch the animals or destroy their homes. When an animal home is discovered, make sure everyone gets to see it. Talk about the home. Who do you think lives there? Did you see the animal who lives there? How did the animal make the home? Does the animal live there now or has it moved? Does more than one animal live in the home? Why do you think the animal chose that spot for a home?

Look for unusual homes such as a cocoon, a spider web, a hole in a tree, a worm's hole, or a burrow.

When the group is back together, have them share their feelings and observations about the animals' homes they discovered.

SCIENCE IN THE KITCHEN

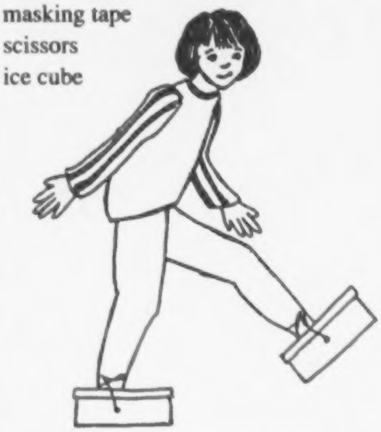
Blowing Up a Balloon: (This activity MUST be well supervised by an adult.) Using a funnel, children pour 1/2 cup of baking soda into a two-liter container. (Wipe the baking soda off the funnel and the inside of the measuring cup.) Then they slowly pout 1/2 cup of the vinegar in the bottle and quickly fasten a balloon on the top of the bottle.

Children will discover what happens to the balloon. (Balloon inflates and children can feel the gas in the balloon.) What happens if you shake the bottle after the balloon is on it? Why does this mixture make the balloon inflate? (As the vinegar and baking soda combined, a bubbling effect was caused by the formation of a gas called carbon dioxide. As the carbon dioxide was given off, it was added to the air in the container.) Ask what else has carbon dioxide bubbles. (Soda pop, baked goods using vinegar and soda as leavening.)

ICE BLOCK DANCE

Materials Needed:

shoe box with cover
string or long shoelaces
masking tape
scissors
ice cube



What to Do:

- Pass an ice cube around for each child to feel.
- Put together a group description of an ice cube: cold, hard, stiff, clear, wet.
- Make ice cube shoes

1. Cut hoe in top of shoe box
2. Put one foot through cover and into box
3. Tape cover and box together
4. Tie box to ankle if needed for extra security

Dance, sliding feet across the floor, keeping arms, legs and body stiff and frozen like a block of ice.

SNOW JAR

Materials Needed:

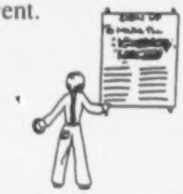
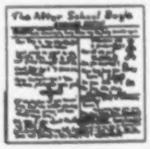
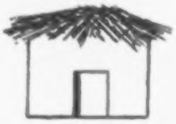
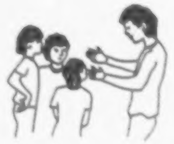
aluminum foil (2" x 2")
baby food jar with lid
plastic flower or animal
water proof cement

What to Do:

1. Secure plastic flower on animal to inside of jar lid. Let dry thoroughly.
2. Cut 2" x 2" aluminum foil into tiny pieces (snowflakes).
3. Place foil pieces into jar.
4. Fill jar over flowing with water.
5. Put cover on jar and close tightly.
6. Shake and watch snowflakes fall.

Kathy Hermes is the Child Care Program Specialist for Camp Fire Boys and Girls.

CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
YES TO EDUCATION	Write to the Sec. of Education. Tell 5 things to improve your school w/o a lot of money. Tell what you like best about your school	Visit a state or community college.	Prepare teacher appreciation cards and drawings.	Volunteer to make posters for a school event. 	Volunteer to pick up trash, plant a tree, … to beautify your school.
EARTH FRIENDLY	Visit your city's landfill or garbage disposal facility. Then visit a recycling center.	Invite a state conservationist to speak.	(For older kids) Learn how to read a gas meter and an electric meter and keep track of usage at home.	Organize recycling. Who will buy what you collect? How will you get it to the center? How will you publicize it?	Create a zoo with models of animals in naturalized environments.
OLD TIME ACTIVITIES	Use a clay recipe. (Mudworks has several.) Mold foods for a toy kitchen. Paint and glaze.	Play dominoes.	Fold paper circles and cut out snowflakes.	Visit a bakery.	Publish a "newspaper" about your program. 
ARCHITECTURE	Make a jigsaw puzzle. Mount a picture and cut it into interlocking pieces.	Build a tower of drink straws and tape. Make it 6' tall and free standing. (Hint: try triangles for strength.)	Take a field trip to an architectural firm	Invite the curator of an historic building.	Build a scale model of your school or a Maya village or … 
HERITAGE	Check out a biography of a famous person. Create a series of short skits based on the life of that person.	Make banners depicting the meaning of a holiday. (Good Earth Art, p. 36; Roots & Wings, p. 156.)	Write a note or make a greeting card for your grandparents. (Be sensitive of different family situations.)	Invite a storyteller. 	Visit a museum or historic home. Find out about children's toys & amusements.
JANUARY DAYS	Jan. 17 – Ben Franklin's birthday. He began the lending library. Organize a trip for every child to get a library card.	Jan. 19 – Edgar Allan Poe's birthday. Pass out photocopies of Poe's poems. Children illustrate them.	Jan. 22 – National Popcorn Day. Make popcorn. How many different toppings can you add? Make a list of everyone's favorites.	Jan. 23 – Welcome Back Sun Celebration in Hammerfest, Norway. Make different size suns and hang on windows.	Jan. 26 – Australia Foundation Day – Capt. Phillip landed 1788. How many different boats can you make – cork, paper, styrofoam.

Older Children

by Steve Musson

Many parents and child care workers have expressed a concern about programming for older children in SACC. Sometimes older children also express this concern, either verbally or through inappropriate behavior. The "problem" seems to be a lack of fit between the developmental needs of the older children (say 10-12 years), and the structure, activities and staff training of the center. Most centers gear their efforts primarily to younger children. But what about the older child?

These children are not only older, many of them have been enrolled in child care programs for several years. Older children have a right to get upset if they themselves are growing rapidly but the program they are in is not growing, and has not changed significantly since they were 5 or 6 years old. An 11 year old child may very well be in his/her 6th or 7th year of organized child care. But how "professional" is our child care if it continues to treat 11 year olds the same as 6 year olds or expects them to be interested in the same crafts projects for six years?

The "problem" seems to be a lack of fit between the developmental needs of the older children (say 10-12 years), and the structure, activities and staff training of the center.

So how do we design effective, age-appropriate programs for older child in SACC? We must begin by understanding some of the more significant developmental needs and characteristics of the older child. Below are listed some of the major factors that differentiate older children from younger ones in a SACC context:

1. Older children have a need to make, create, master or accomplish things.
2. Older children focus less on "free play" and focus more on goals, skills and projects.
3. Older children base much of their developing sense of "self" upon recognition that they receive for the things that they make, create, accomplish, etc.
4. Older children are maximally ready for active learning (learning by doing).
5. In order to learn new skills, develop a sense of mastery and industry, and receive recognition for significant achievements, older children need to be challenged.

The developmental characteristic described in #5 (above) is really the clearest clue that we have for answering the question about age-appropriate programming for older children. Effective SACC programs for this age group should be based upon the notion of "challenge". As I have defined the concept of "challenge" elsewhere (New Youth Challenge, 1988), I won't go into that here. Suffice it to say that challenge involves setting personal and group goals, and requires a good deal of active learning. Challenge also involves the movement from the "known" to the "unknown"; from the "predictable" to the "unpredictable".

From what I have read about older children, and (more importantly) from what I have seen in my work with children since 1978, older children are extremely receptive to "challenge programming". This kind of programming is exciting, it involves lots of action, lots of child-directed planning and projecting ideas into the future. It involves significant achievements, social recognition, self-direction and the potential to positively impact a child's perception of self for the rest of his/her life.

Are these over-inflated and idealistic claims? I don't think so. I have been involved in challenge programming for over 10 years now and I know that it works! But perhaps more importantly, I believe that as child care professionals we have an obligation to provide age-appropriate programs (structure and activities) for all the children in our centers.

Older children have a right to get upset if they themselves are growing rapidly but the program they are in is not growing, and has not changed significantly since they were 5 or 6 years old.

10-12 year old children need quality care as much as younger children do. It is the type of care that is different. Older children are cognitively more sophisticated and therefore demand more sophisticated program structures. They do not belong at home alone after school in front of a television passively watching as fictional characters on the screen lead adventurous lives. Real kids need real adventure! Even older children who are now enrolled in organized child care after school can and should experience a childhood filled with adventure, action, pride, memorable experiences and, in a word, challenge.

For more information see *The New Youth Challenge*, SAN Catalog or write to the author directly: Steve Musson
3557 West 39th Avenue
Vancouver, British Columbia
CANADA V6N 3A4

NEXT ISSUE
Programming for
Nine to Twelve Year Olds
by Linda Sisson, Edina, MN

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CONFERENCES

(continued from page 8)

FLORIDA
March 12-14, 1992 "Because We Care"
The 6th Annual Florida School-Age Child Care Symposium; Altamonte Springs Hilton just north of Orlando off I-4
Contact: Tom Mueller (813) 573-1060

NEW JERSEY
March 13-14, 1992
New Jersey School-Age Child Care Coalition Annual Conference; Atlantic City, Merv Griffin's Resorts
Contact: Diane Genco, (908) 789-0259

KENTUCKY
March 13-14, 1992
KY Coalition for SACC
Louisville, KY
Contact: KY Coalition for SACC,
200 High Street, Bowling Green, KY 42101

ILLINOIS
March 14, 1992
Downstate SACC Conference
Effingham, IL
Contact: Christine Todd (217) 244-1290

PENNSYLVANIA
March 14, 1992
Pennsylvania Western Region SACC Project
Pittsburgh - Parkway Center In
Contact: Karen Schwarzbach 412-323-1922

TENNESSEE
March 27-28, 1992
4th Annual Governor's SACC Conference
Nashville, TN
Contact: Cathi Witherspoon (615) 741-3312

NORTH CAROLINA
April 3 and 4, 1992
North Carolina Dept. of 4-H Youth Development SACC Conference; The Sheraton Imperial at Research Triangle Park, NC
Contact: Winnie Morgan (919) 732-1524

ILLINOIS
April 3-4, 1992
IL Statewide SACC Conference; Chicago
Contact: Christine Todd (217) 244-1290

WEST VIRGINIA
April 3-4, 1992
School-Age track on April 4 featuring Dale Fink
Huntington, WV
Contact: Mary Jo Graham (304) 523-3417

INDIANA
April 10, 1992
IASACC Spring Conference "Dealing with Change"
Indianapolis, IN
Contact: Evelyn Eschenhoff 266-9622

PENNSYLVANIA
April 10, 1992
Western Pennsylvania SACC Alliance
Sharon, PA - Tara Country Inn
Contact: Sharon Schweninger 412-343-1661

ARKANSAS
April 24, 1992
School-Age Child Care Conference
Little Rock, AR
Contact: JoAnn Nalley 501-972-3055

NORTH CAROLINA
May 2, 1992
Metrolina Alliance of
School-Age Professionals
Charlotte, NC
Contact: Karen Callahan, (704) 376-6697

KANSAS
May 16, 1992
Kansas AEYC School-Age Child Care Committee; Shawnee North Community Center
Topeka, KS
Contact: Diane Purcell (913) 232-1603

KENTUCKY
July 12-17, 1992
5th Annual SACC Leadership Institute
Berea, KY
Contact: Ruth Fitzpatrick 502-564-3716

OREGON
September 26, 1992
Oregon School-Age Child Care Alliance
Albany, OR
Contact: Colleen Dyrud (503) 378-5585

TEXAS
October 24 and 25, 1992
Texas Association for School-Age Care
Dallas/Ft. Worth area
Contact: Nancy Baker (512) 440-8555

WISCONSIN
November 20-21, 1992
Wisconsin School-Age Child Care Coordinating Council; Oshkosh, WI
Contact: Jeannette Paulson (608) 257-0909

NACCRRA Seeks New Exec

The National Association of Child Care Resource and Referral Agencies (NACCRRA), a highly visible association with a five year history of rapid growth in membership and influence, has created a new full-time Executive Director's position. The person hired will be responsible for establishing and maintaining the new national headquarters in Washington, D.C.

Application closing date: March 15, 1992. For job description and qualifications contact: NACCRRA Search Committee, 1225 East McMillan, Cincinnati, OH 45206

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RESOURCES

Hearing & Inattentiveness

The National PTA warns that children who may appear to be inattentive may actually suffer an unrecognized hearing loss. Hearing loss is on the increase among school-age children and young adults. Loud music and abuse of personal stereo headsets are among the causes. To find out more, write The National PTA, 700 Rush St., Chicago, IL 60611. Send $2.50 and request a copy of the December/January PTA Today.

Teach in Japan

Need a one-year break from the school-age care scene and have a genuine interest in the culture and people of Japan? Aeon/Amity is a Japanese company that teaches English conversation. It recruits in the United States, Canada and Australia. They bring you to Japan, provide housing, teacher training, and a competitive salary package. You need a four-year college degree and an excellent command of the English language. You can work with children as young as 18 months in "Mommy & Me" classes or other children through teenage years. Hiring is year round. They also teach adults but particularly need teachers for their children's classes. Contact: Aeon/Amity, 9301 Wilshire Blvd, Ste 202, Beverly Hills, CA 90210 (310) 550-0940

FREE Parent SAC Booklet

"Matching School-Age Child Care with Your Child's Needs" is finally available as a part of Project Home Safe funded by the Whirlpool Corp. The 17-page booklet gives parents tips on what to observe to identify quality programs and explains seven essential principals and elements of quality SAC programs. The booklets are free but only single copies are offered - no multiple copy requests. But if you haven't already received the other two free books for SAC programs mentioned in our September issue order single copies of those at the same time. "Developmentally Appropriate Practice in School-Age Child Care Programs" and "Quality Criteria for School-Age Child Care Programs." Write to: AIS-Whirlpool Corp., PO Box 405, St. Joseph, MI 49085.

Other Parent Booklets

Whirlpool Corp. also offers FREE single copies of the following parent booklets: (Send a postcard to the address above with titles requested.)

-Children in Self-Care: Tips for Parents & Children
-Assessing Your Child's Readiness for Self-Care
-Preparing Your Child for Self-Care
-Finding Quality After-School Care for Your Child ❧

CORRECTION: Sue Lawyer-Tarr's correct phone # for school-age training manual, etc. (918) 742-2622

CONFERENCES

CENTER FOR EARLY ADOLESCENCE TRAINING FOR PROGRAM PLANNERS AND YOUTH WORKERS

March 25-27, 1992	New Orleans, LA
May 13-15, 1992	Chapel Hill, NC
Sept 23-15, 1992	Minneapolis, MN
Nov 11-13, 1992	Chapel Hill, NC

Contact: Center for Early Adolescence, D-2 Carr Mill Town Center, Carrboro NC 27510 (919) 966-1148

COLORADO

February 8, 1992 - Longmont
February 29, 1992 - Aurora
(CAQSAP) Colorado Alliance for Quality School-Age Programs; Mini-Conferences
Contact: Sandy Whittall 303-680-6111

ALASKA

February 15, 1992
Alaska School-Age Child Care Alliance "School-Age Saturday"; Anchorage
Contact: Barbara Dubovich (907) 279-3551

CALIFORNIA

February 28-29, 1992
California School-Age Consortium
Fullerton, CA (north of Anaheim)
Contact: Julie Sinai (415) 621-4594
(This is the largest annual SAC conference in the world.)

MINNESOTA

March 6 and 7, 1992
Minnesota School-Age Child Care Alliance
St. Paul, MN **Contact:** Linda Sisson (612) 928-1421

PENNSYLVANIA

March 7 and 14, 1992
3rd Annual Beating the Heat Regional Conference: Summer Fun for School-Age Child Care Programs;
Penn Wayne, PA **Contact:** Diane Barber or Lauren Atwell-Douglas 215-643-3841

(continued on page 7)

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February Is . . .

The diversity of holidays and events in the month of February provide an excellent opportunity to encourage children to look at their roles in our global village.

February is

International Friendship Month

Black History Month

Winter Olympics (Feb 8-23)

How do all these roll into one month (not to mention Presidents Day, Valentine's Day)?

Try an Olympics theme.

What events are included in the Winter Olympics? Where are the games being held? How does a country get to be the host? Which countries are competing in each event?

What about the USSR? They have always been the biggest competition for the U.S. What will happen to their athletes this year? Will they be able to compete, and what countries will they represent?

Choose an athlete from a country that did not compete last time, or from a country that does not have winter, or choose an athlete who is the only athlete from his/her country. Find out all you can about your athlete and about his/her country. Check the newspapers to follow the progress of your chosen country or athlete.

More Olympic Spin-Offs

1. Try out some of the Olympic events yourself – a field trip to the ice-skating rink, sledding on the hill, or a skier to share tips and techniques.

2. All Olympic athletes undergo drug testing. Talk about issues of drugs, privacy, and integrity.

3. How many national flags can you draw or sew for display? How many national anthems can you catch on a tape recorder?

4. The news media often do a vignette on a participating country or athlete. Create your own video vignette on the athlete or country of your choice.

5. This is Black History Month. Do a survey to identify outstanding black athletes representing other countries besides the U.S. Visit the library serials collection to see how many black athletes competed for the U.S. in years past.

6. Collect articles on the Olympics from newspapers and magazines. Create a bulletin board or collage. Check TV schedules for coverage of Olympic events. How do the media decide which events or athletes receive the most coverage?

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Money Back From The IRS for Staff & Parents

Last year Congress significantly expanded tax assistance for working families with children. Billions of dollars in refund checks or lower tax bills are available, but getting the money is not automatic. You have to ask for it by filing the right forms with the IRS.

There are two kinds of "money back" for which your own child care staff as well as parents of children in your care may qualify: Earned Income Credit (EIC) and Child Care Credit.

Earned Income Credit

An employee with earned income less than $21,250 a year and with one or more dependent children living with him/her (or in college) may qualify for EIC (Earned Income Credit). If married, the employee must file a joint return or file as head of household.

There are two ways an employee may receive an EIC: in a lump sum at the end of the year or in advance as part of paychecks through the year. For either, the qualifying employee has to file for it from the IRS.

(1) At the end of the year, the employee may file a tax return - Form 1040 or 1040A, including a Form EIC. You may be entitled to an EIC refund even if you would not otherwise expect a refund.

(2) At the beginning of the year, an employee may ask for EIC payments in advance by filing a Form W-5 with the employer. If the employee qualifies, EIC payments would be included in the employee's paychecks instead of being paid at the end of the year.

Child Care Credit

You are eligible for a child and dependent care credit if one or more children under age 13 live with you (or a disabled child of any age) and you have child care expenses so that you can work. (If married both must work or be looking for work.)

To ask for this credit, file Form 2441 with your Form 1040, or file Schedule 2 with your form 1040A.

Remember, even if you qualify, you won't get any money unless you file.

FREE Resources

The National Women's Law Center has put together a packet of materials in English or in Spanish to assist employers in publicizing the Earned Income Credit and the Child Care Credit to those most likely to qualify for them. The packet includes posters, flyers, a sample press release, and a question & answer sheet for distribution.

For information or packets contact the National Women's Law Center, 1616 P Street NW, Washington DC 20036.

BACK ISSUES ON SALE

How complete is your **School-Age NOTES** library? We are opening up our attic and giving you an opportunity to add to your collection of back-issues of **School-Age NOTES**.

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Volume 9 (Sept/Oct '88 to July/Aug '89)
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Some Thoughts on Programming for Nine to Twelve Year Olds

by Linda Sisson

Handling the Wise Guys - Programming for Preadolescents

Last spring I was preparing to do a workshop called "Handling the Wise Guys: Programming for Preadolescents" and I went to my resident experts, the kids, for some help.

I asked Thomas, a fifth grader, "What is the most important thing for people to understand about running a program for kids your age?" He thought for a while and said, "Well, when you walk in it should look like there aren't any adults around, but they are there if you need them." Two other kids wrote and filmed a ten minute video on the topic for me. The most striking thing about the video was there was a total of approximately six seconds where adults could be seen. The kids in their narration were very clear about the importance of a good staff, but they didn't think it necessary to include adults in the video explaining the program.

What does that mean for those of us trying to program for this age group? How do we do this magical "vanishing act" and still maintain a positive, secure environment? How do we give kids this age the freedom they need, without being accused of being irresponsible?

Program Tips

Here are a few tips that have helped us in programming for our Wise Guys:

1. **Recognize that older kids have different needs.** Establish with parents and kids a clear understanding *that the method of supervision will be different* for this age group. All of the kids and their parents sign a contract stating that they've read our Wise Guys handbook and understand the difference in the level of supervision, and the additional responsibility that places on the children. For example, we let kids go into certain areas without an adult. They must leave a tag in their mail pouch which shows where they are AT ALL TIMES.

"Well, when you walk in it should look like there aren't any adults around, but they are there if you need them."

2. **LISTEN.** The kids who made the video for me mentioned the need for the staff to be **good listeners** three different times. Kids this age are developing the ability to reason through problems. They need adults there to listen, guide, and not give them the answers as they struggle to develop their own problem-solving skills.

3. Follow through on the **KID'S IDEAS.** An excellent book on how to help kids identify and achieve their own goals is The New Youth Challenge: A Model for Working with Older Children in School-Age Care, available from School Age NOTES, PO Box 40205, Nashville, TN 37204. Cost of the book is $12.95 plus $2.50 handling.

4. Whenever possible, **let kids make decisions.** We have four committees at the Wise Guys responsible for planning field trips and special events; purchasing equipment and supplies; raising money; and planning and serving snacks. I took a few kids shopping for new games, puzzles, etc. at Target last week and on the way back one said, "This committee idea is really working out okay. This is the BEST stuff the Wise Guys has ever had!" (Even though to me, it looked very much like the "same old stuff" we always get for the program!) ❧

"This committee idea is really working out okay. This is the BEST stuff the Wise Guys has ever had!" (Even though to me, it looked very much like the "same old stuff" we always get for the program!)

Linda Sisson is Coordinator of Edina KIDS Club, Edina, MN

Cooperation Minus Competition = Real Victory

by Betsy Shelsby

The following game comes from the *Young Teen Games Leadership Training* developed by Temple University and is equally appropriate for school-age children. The game emphasizes cooperation rather than competition, provides opportunities for success, and builds a sense of comraderie.

HUFF AND PUFF

Equipment

- Ping-pong balls, or cotton balls
- Straws (one per participant)

Instructions

1. Players sit around table
2. A ping-pong ball or cotton ball is placed in the center of the table.
3. Using straws and making sure the object moves in front of each participant, the whole group attempts to blow this object completely around the table.
4. Once players become skilled at moving the object, the game can be modified to straw ping-pong without the net. The goal is to blow the object from one end of the table to the other without having it end up on the floor.
5. Join in and have fun!

WE ARE IN THIS TOGETHER

The following game comes from materials developed by Temple University. This game, called HELP, supports children's physical, social and emotional growth and development needs. Children learn that their relationships with other players are interdependent; that they must help one another if they want to keep playing the game. The physical prowess involved balance and smooth, controlled, coordinated total body movements.

Equipment

- Pieces of tissue paper, plain paper or paper napkins

Directions

The object of the game is to move around in a relatively small, defined space while carrying a paper on one's head or other body part and at the same time avoid bumping into other players and objects. If the paper falls the player is frozen. Other players help unfreeze frozen players with a touch. A player learns that staying in the game depends upon the willingness to help other players.

IDEAS FOR CHOOSING SIDES

Remember what it felt like to always be chosen last, next to the last or the anxiety you felt because you might be chosen last or not at all? It doesn't take much of this to erode children's self-confidence and self-esteem. One strategy to keep this fro happening is to emphasize that every person's contribution is valuable and is to be respected; that the team who manages to include everyone and give everyone a chance is the winning team. Other strategies which encourage inclusion are listed below:

1. "Pick a partner with tennis shoes, with black hair, with blue eyes, brown eyes, wearing something green, yellow, blue, purple, etc."
2. "All those who were born in January, February, March, etc. stand on this side."
3. "Everyone who likes peanut butter and jelly sandwiches better than bologna are on the blue team."
4. "Look at your finger nails. If your palm is facing up stand over there. If your palm is facing down stand over there."
5. "Clasp your hands. If your right thumb is on top go to the right. If your left thumb is on top go left."
6. "Close your eyes and take two step forward or two steps backwards."

As well as addressing the choosing teams issue, some of the ideas above can also be used to create smoother transitions from one activity to the next by breaking-up groups into smaller units.

THE SUBJECT IS SALAD

The August 1988 issue of *Work and Family Life* included the following gardening activity, "How to Sprout Seeds to Use in Salad." This activity helps to build competency skills of children and encourages healthy eating habits.

Equipment

- Seeds (best to use are lentil, fennel, mung bean, adzuki bean, cabbage, clover and soybean)
- One quart jars
- Cheesecloth or socks
- Aluminum foil

Directions

1. Place 1/4 cup of seeds in a quart jar.
2. Cover the top with cheesecloth or a sock.
3. Fill the jar 1/2 full of lukewarm water (100 degrees). Soak the seeds overnight.
4. Pour off the water and rinse the seeds several times with cool water.
5. With the jar on it's side, spread the seeds on the bottom.
6. For darkness, cover the sides of the jar with foil, leaving only the top part open.

The seeds will sprout within 3-5 days and can be harvested when they are about 1/2 to 1 inch tall. The yield is about 2-3 cups of sprouts.

Betsy Shelsby is Training Director at the Baltimore City Child Care Resource Center.

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45 Activity Ideas

The minimum number of Activity Ideas n this issue is 45.

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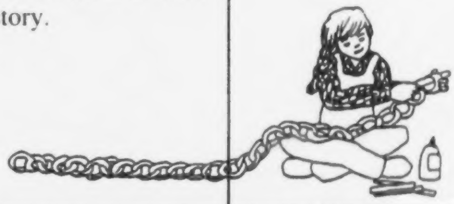
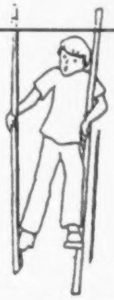
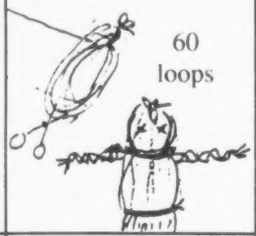
CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
HERITAGE Games Grandparents Played	Play **Poor Pussy**. Players sit in a circle. It says Meow to a player. Player pets It and says **Poor Pussy**. If the player laughs, player becomes It.	Cut paper dolls out of catalogs or newspaper ad. Mount on cardboard. Design clothes. (Try tracing paper.)	Make sock puppets and act out a favorite story.	Make a paper chain. 	Build a town of cereal boxes, glue and tempera paint for your paper dolls. (*Good Earth Art*, p. 53)
	Play **Freeze Tag.**	Play **Fruit Basket Upset.**	Play **Drop the Hanky** or **A Tisket A Tasket**	Play **chain tag** or **Elbow Tag.**	Play **Rock, Paper, Scissors** or **El Hombre, El Tigre, El Fusil.**
HERITAGE Resources	Ask a senior citizen to come and tell stories about "When I Was Young …"	Read and then act out the biography of a famous person.	See list of books for children in *Anti Bias Curriculum*, pp. 119-129. Check out one or more from the library.	Bring a favorite story to read aloud. Take turns sharing the children's favorites.	Gather books and games that need to be mended. Let children make repairs.
HERITAGE Activities	Make stilts. 	Make a life-size drawing or cut-out of a famous person.	Make tray favors for a nursing home.	Write a letter to a grandparent or other relative.	Make yarn dolls. 
Affirming Culture	**Thumbprints.** On 3x5 cards, make 2 sets of thumb prints for each child. Label at back. Mix up cards. Let kids match them. (*Roots & Wings*, p. 97)	Invite a speaker from The League for the Hearing Impaired.		Make a fruit salad. Let each child prepare 1 piece of fruit. Talk about how each piece keeps its own shape & taste while it also blends.	**Mural.** Tape newsprint to the wall. Line up to the wall. Draw around each child. Let each fill in and color his own outline. (*Roots & Wings*, p. 102)
February Days	February is International Friendship Month. Write a letter to a penpal or invite an international visitor.	Winter Olympics is Feb. 8-23. Decorate with drawings of flags of participating nations.	February is Black History Month. Feb. 12 is Lincoln's birthday. Do a "This Is Your Life" about a February hero.	Feburary 14 is Valentine's Day. Make a Valentine as a surprise for someone not expecting one.	February 22 is George Washington's birthday. Make a hat like he wore. (*Hats, Hats & More Hats*, p. 30)

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Conflict Resolution Celebrating Our Differences

Teaching children about differences.

We live in a complex, highly diversified world, but most of the time we seek out people similar to ourselves. We seek out similarity for a sense of security, reassurance, reinforcement for our own self worth. However, we are not all alike. We are not only different in skin color and ethnic origins but in body shape, eye color, religious beliefs, values, talents, ideas and ways of acting. Therefore, we (and our children) need to not only tolerate but also respect and celebrate our differences. We need to work toward ridding ourselves of stereotypes and prejudicial feelings and ideas.

> **Do not say "I am color-blind and all the children look alike to me". Say instead, "Each child is unique in his/her own special ways". We need to celebrate our differences.**

Do not say "I am color-blind and all the children look alike to me". Say instead, "Each child is unique in his/her own special ways". We need to celebrate our differences.

February is International Friendship Month and also Black History Month. This is an excellent time to concentrate on celebrating differences and dispelling stereotypes.

How can this be part of our daily programs?

- Recognize *and reinforce* Sharon's experience in playing baseball. Encourage and applaud Paul's skills in caring for plants (or baking cookies).

- *Point out* how having differences helps us - Jason's interests in weather forecasting helped us learn about tornadoes so we could practice a tornado drill.

- *Discuss* how differences make life more interesting. If everyone liked only the color red, how boring painting, coloring, beadwork, pottery-making or sewing would be. How would we play board games or play cards if everything was red? How would we know who was who?

- *Provide* opportunities for development of problem-solving skills. (Studies have indicated a positive correlation between tolerance and problem-solving skills.) This can be in the form of 1) choosing among several activities, 2) deciding on where to go for a field trip, how to get there and how to pay for it, 3) figuring out what to do if someone hurts your feelings.

- *Promote* healthy self-concepts. Children who feel good about themselves have less need to put others down in an effort to raise their own self-worth. Remind children that putting others down does not raise their self worth, but instead it sends a message that the put-downers do not feel good about themselves.

- *Diffuse* stereotypes. When children say all cops are mean, point out a police officer you know who is not mean. Also discuss stereotypes some people have of children, i.e. all children are noisy, clumsy, lazy, bothersome.

To challenge children's stereotypes of different groups of people, try the following activity.

Materials Needed: accurate, realistic pictures/drawings/photos of a specific group (Native American/women) in various activities and work, crayons, magic markers, paper.

What to Do:

- Have children imagine a person of chosen group and then draw pictures of that person working or at home.
- Have children display their drawings while you display your collected pictures, photos.
- Discuss what stereotype is.
- Where do we get our ideas of people?
- Are all Native Americans or all women alike?
- What happens when we have stereotypes of people?

To help children appreciate differences, try this.

What to Do:

- Have children stand in group with one child facing everyone as a leader.
- Each person copies everything the leader does for at least 5 minutes.
- This will be fun at first but children will gradually tire of it.
- Stop the activity when children are obviously bored and restless.

Discuss:

- What did it feel like to be a copycat? at first? later? What made it boring (or whatever feeling the children express)?
- How did the leader feel?
- What would life be like if we all did the same thing all the time?

Book Reviews On Multi-cultural and Anti-bias Curriculum

Anti-Bias Curriculum: Tools for Empowering Young Children

by Louise Derman-Sparks and the A.B.C. Task Force

The goal of the anti-bias curriculum is to empower young children by teaching them to assert themselves in situations where they or others are treated unfairly. Children can learn to recognize those situations in which decisions are made on the basis of racism, sexism, handicapism or ethnicity. The idea is to help young children to develop a confident self identity and at the same time to interact appropriately with diversity.

The anti-bias curriculum is meant to go a step beyond multi-cultural curriculum. Teachers must become more aware of what is taught, both verbally and nonverbally, both actively and by acquiescence. The theory of multi-cultural curriculum is that the understanding of other cultures is the key to accepting of persons of other cultural backgrounds.

If you have a multicultural group, affirming the heritage of each and every child is the place to begin. If holidays of the dominant culture are observed through the year, they should be given a cultural context, so they are not perceived by the children as universal or "normal" for everyone. Holidays observed should be inclusive for your group.

If yours is a homogenous group, a multicultural curriculum is important but it will be a bigger challenge to prevent it from becoming merely a "tourist" experience. The children's involvement in the preparations for the holiday can be a community-building activity.

The book, Anti-Bias Curriculum, is designed for children ages 2-5, including kindergarten. The activities and responses are best suited to very young children in preschool programs which have a multi-racial make-up and which have differently-abled children in the group.

The anti-bias curriculum helps these children to accept the diversity which is part of their experience. Much of this material would be developmentally inappropriate for older children, and because it depends on the children's interactions it would also be less appropriate, though not less desirable, for a more homogenous group.

Teachers must become more aware of what is taught, both verbally and nonverbally, both actively and by acquiescence.

For those working with school-age children, the value of the book is its introduction to the principles and concepts of an anti-bias curriculum. An addition, the chapters on introducing the ideas to staff and parents would be helpful. Also useful for school-age are the bibliography of books for adults, the stereotypes worksheet, and the "Ten Quick Ways to Analyze Children's Books for Sexism and Racism."

Roots and Wings

by Stacey York

A good multi-cultural program will provide children with both roots and wings. Roots will help the children to affirm their own cultural heritage. Wings will help them to live with the diversity of cultures in our nation and our world. *Roots and Wings* suggests ways to make a multicultural impact through the room arrangement and the choice of books and materials for interest centers. 40 specific activities are presented also.

A section on holiday provides a calendar of multi-cultural holidays, but suggests you begin with those observed by families in your own program or community. *Roots and Wings* includes a section on developmental characteristics of children from infancy through age 12 as related to multi-cultural awareness and response to diversity.

There is also a very good section recognizing the different family expectations, family systems and family values — and the influence of these on the child, and on the staff's appropriate expectations of the child in the program. ❧

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More Anti-Bias Resources

For use in presentations to staff or parents:

"Anti-Bias Curriculum Video" by Derman-Sparks & Atkinson, 1988, 30 min. may be ordered for $35 from Pacific Oaks College Bookstore, 5 Westmoreland Place, Pasadena, CA 91103. Tel. 818-397-1300

A companion brochure on anti-bias curriculum, **"Teaching Young Children to Resist Bias: What Parents Can Do"**, is available from NAEYC for 50 cents each. Write NAEYC, 1834 Connecticut Ave. N.W., Washington, DC 20009-5786. Tel. 800-424-2460.

Older Adults In Child Care

Guidelines for the Productive Employment of Older Adults in Child Care is available for $3.00 from Generations Together, University Center for Social and Urban Research, University of Pittsburgh, 131 University Place, Suite 300, Pittsburgh, PA 15260.

International SACC

Women Studies International Forum Special Issue "SACC in the Western Northern Hemisphere", Vol. 14, No. 6, 1991

The First European Conference — 11 articles from Sweden, Holland, England, U.S. citing the overall developments in the European community. Call for price information and availability: Pergamon Press, Inc. 914-592-7700, ask for "Journals". ∞

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Artist:	A. Michie Shaw

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CONFERENCES

CALIFORNIA
February 28-29, 1992
California School-Age Consortium
Fullerton, CA (north of Anaheim)
Contact: Julie Sinai (415) 621-4594
(This is the largest annual SAC conference in the world.)

IOWA
March 3, 1992
Iowa School-Age Child Care Alliance
Des Moines, IA; **Contact:** Lynn Graham 515-294-1648

MINNESOTA
March 6 and 7, 1992
Minnesota School-Age Child Care Alliance
St. Paul, MN; **Contact:** Linda Sisson (612) 928-1421

PENNSYLVANIA
March 7 and 14, 1992
3rd Annual Beating the Heat Regional Conference: Summer Fun for School-Age Child Care Programs
Wayne, PA; **Contact:** Diane Barber or Lauren Atwell-Douglas 215-643-3841

FLORIDA
March 12-14, 1992 "Because We Care"
The 6th Annual Florida School-Age Child Care Symposium; Altamonte Springs Hilton just north of Orlando off I-40; **Contact:** Tom Mueller (813) 573-1060

NEW JERSEY
March 13-14, 1992
New Jersey School-Age Child Care Coalition
Annual Conference
Atlantic City, Merv Griffin's Resorts
Contact: Diane Genco, (908) 789-0259

KENTUCKY
March 13-14, 1992
KY Coalition for SACC; Louisville, KY
Contact: KY Coalition for SACC, 200 High Street, Bowling Green, KY 42101

CONNECTICUT
April 25, 1992
CT SACC Association Conference; New Britain YWCA
Contact: Joan Benson 203-295-9400

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Summer is Coming – Plan Now

by Kathy Hermes

photo by Nancy P. Alexander

Summer is a time that requires advance planning for sites to be used, swimming registration, field trips, and themes. However, time must also be planned for long leisurely periods of following the children's interests such as going to a field nearby to catch bugs and explore.

Summer is coming and you know what that means: time for long, leisurely Monopoly games, tournaments, outdoor adventures, and lots of time for kids to "hang out" with their friends.

Running a full day vacation program is both the easiest and the hardest kind of school-age care to operate. It's difficult because you're covering a lot more hours and have more opportunities for mistakes and accidents. But it can be the easiest because staff work full-time, and you can draw from college students or elementary school teachers to work in your program. Another advantage is that shared space usually is not a problem, so you can decorate your space any way you choose and can leave it up as long as you want.

Since you read "School-Age NOTES" and are already a super skilled program planner, you have a good idea about how to develop a summer budget, handle enrollment, schedule activities and staff, and how to recruit kids. If these things are not under control, go back to some of the books you probably have on your shelves that deal with program administration. At this point you should have decided your hours, fees and policies. It is time to negotiate contracts for programs and services you will use in the community. For example, swimming lessons at the community swimming pool, bus contracts for scheduled field trips, and food contracts for summer school lunch program should all be done by now. This is also a good time to involve kids in helping to plan summer activities.

EDITOR'S NOTE: More on the summer planning process is explored with Linda Sisson on page 2, Kathy Hermes on page 3, and summer activities on page 4. ❧

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Dependent Care Funding On Bush's Hit List

The Federal Dependent Care Block Grant states have used for SAC conferences, training, resources and start-up grants was 1 of 200 programs targeted for zero funding on Bush's proposed budget. Washington insiders say it may not be in real danger. Bush's budget is a *recommendation* to Congress. Congress, irked by a March 23 deadline, is developing its own budget.

ACTION NEEDED – To help keep this funding write to: *Rep William Natcher, H-218 Capitol, Washington DC 20515* and *Sen Tom Harkin, S-128 Capitol, Washington DC 20510*. Ask them **not to eliminate this funding**. Instead, **restore funding to full $20 million authorization. It is not a duplication** of the child care and development block grant. ❧

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Ready for Summer?

In a phone interview Linda Sisson of the Edina Kids Club, Edina MN and author of Kids Club: A School-Age Program Guide for Directors *shared her summer planning process.*

SAN: How early do you start planning for summer?

Sisson: We start the administrative planning in December and January. During the school year we serve over 600 children at 7 sites—the K-3 at their elementary school and the 4th-6th graders at one central site. During the summer we serve over 300 children but not all at one time. During administrative planning we will identify facilities for base sites since we have only three primary grade sites and the one site for the "Wise Guys Program" (older kids).

SAN: What is important in identifying those base sites?

Sisson: Our goal is to have not more than 50 children in one building. They need the feeling they are not in one large group all of the time.

Summer kids are what we call "lifers." Some spend seven years in our program. It is important to make summer different. Sites vary physically. The summer facilities should be set up with as much flexibility as possible. The environment should be comfortable and allow for an easy flow from inside to outside. Not all sites allow for this. School-agers needs lots of room to be messy, lounge around, and have the feeling of privacy to be alone or have one-to-one time with their friends.

SAN: What else happens during this administrative planning period?

Sisson: We project enrollments and plan a budget. Staffing patterns are outlined and from our regular staff, positions are identified and we decide who will fill what slots.

SAN: What about programming and activity planning?

Sisson: We do our major planning such as setting central goals and major field trips.

In February we have a one-day retreat. We pair supervisors so they can work together in planning and do group activities or trips together. They take the central goals and our activity areas and start filling in their goal sheets. They start making charts and lists of activities, field trips, themes, special supplies, ideas for community service projects and money-making projects since that is such an important developmental need for the older kids.

SAN: So, is that it? It's all done?

Sisson: Heavens, no! From February through April we continue the planning bringing the children into the process with their ideas and wants. In April we order supplies. During April and May we refine the activities and get specifics nailed down such as: daily routines; staff guidelines; put together a 2-day staff orientation; letter to parents; and children are assigned to groups.

You can't have a successful program that starts with piecemeal planning.

SAN: What do you think is most important for directors to keep in mind as they plan their summer programs?

Sisson: I think there are three important concepts to keep in mind.

First, the pacing of summer is different from the before-and-after school program. During the school year many children are here only 10-15 hours a week. During the summer it's 45-50 hours a week. The pace slows down. There's time for getting completely absorbed in a project and following an idea all the way through.

Second, it is too easy to get caught up in the Field-Trip-A-Day summer plan. We learned the hard way that over time this leads to "field trip burnout." A field trip is a highly regimented activity. Field trips should be optional if some children find them boring and want less structure. Successful field trips are ones where the children are actively involved. There needs to be a balance of passive activities — riding a van, seeing a sight and riding the van back to the center — and active ones. An alternative to field trips might be putting on an art show in a local park pavilion. One of the things Jill Discher found the kids mentioned they liked more often than anything else was their homemade theme day. They might have a "formal day" when everyone gets dressed-up, they have a DJ to play music, and get to ride in a limo. Or they might have a flea market to raise money for a project.

Third, it's important to have central goals and see how the activities fit into the larger picture. You can't have a successful program that starts with piecemeal planning. We balance our program by defining activities that fit into five different play areas: Active Play, Constructive Play, Expressive Play, Mind Play, and Discovery Play. Each program needs to look at the different developmental needs of their children and plan from that point of view.

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Summer Program Planning

by Kathy Hermes

You already know how to involve kids in the day to day selection of activities, but this is your opportunity to give them a chance to fit into your summer program plans. This accomplishes two things: it gives them something to do now (thinking about the time out of school) and it also gives you the reassurance that the summer program will be what kids really want to do.

Here's how you can involve kids in your summer program planning.

First, pick a topic or theme that you think might be interesting. Perhaps one of the ideas in the box below will get you started:

June is Dairy Month

June 5 is World Environment Day

June 14 is Flag Day

July 1 is American Stamp Day

July is National Ice Cream Month

July 4 is Independence Day

July 7 is Tanabata, the Japanese Star Festival

July 11 is E.B. White's birthday (born in 1899, author of *Charlotte's Web*)

July 14 is Bastille Day, marking the beginning of the French Revolution

July 20 marks the 23rd anniversary of the first moon landing

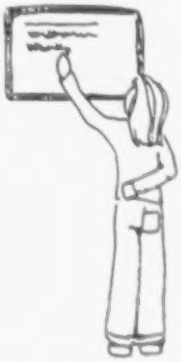
July 24 is Amelia Earhart's birthday (first woman to fly solo across the Atlantic ocean)

August 1 is National Mustard Day

August 10 Smithsonian Institution was established in 1846

August 15 completion of the Transcontinental Railway in 1869

Next, get a group of kids together who want to help plan. Working in a group, adults make suggestions of activities to get things going. As ideas are suggested, have a child write or draw the ideas being offered.



If the ideas come fast have more than one reporter. Include all ideas, even the silliest and most impossible. Look at the list and as a group decide what things would be the most fun to do with the time you will have available. It could be a day or a whole week. You may not agree with their wishes, but children need the chance to be wrong. You can then laugh together at your mistakes. Decide what their ideas would cost. Take the ideas that are not able to be used and put them in a dream box for another time. You might find that some of their ideas can be done before summer begins as part of your daily after-school program. Take the ideas from this brainstorming session and use them as you do your summer program planning.

In most parts of the country summer means outdoor activities, so make sure to plan some activities that take advantage of the natural resources of your area. Whether you plan a variety of outdoor activities or take your entire group to day camp for a week, keep in mind that for children the outdoors is an exciting place. An outdoor experience gives children the opportunity to gain self-reliance, have adventure and feel free in an outdoor setting. In today's world children don't often have that chance.

Different Expectations

Your activities should reflect the philosophy of your program. Parents will select a summer program for their child that provides the kind of experience they want. So if your material says you provide an academic enrichment like computers, be sure to include a good amount of it during the summer. **Parents will not be satisfied with the program if you do not deliver what they expected.** On the other hand, if your philosophy is to promote social development, a week at a nature camp could nicely fit into your plan.

Kids will be looking for fun, friendship and not too much pressure to succeed.

Parents and kids usually make the choice of summer care together. Remember that they each expect different things from your program. Parents want safety, structure, and lots of activities. Kids, on the other hand, will be looking for fun, friendship and not too much pressure to succeed. They want to explore materials, relationships and achievement at their own pace.

For summertime outdoor programs that kids will enjoy, look at your community for ideas. You don't have to do all the planning. Contact a Camp Fire Boys and Girls Council or your Parks and Recreation Department to find out what opportunities are already being planned for school-age kids. Make sure you get information about costs, transportation and parent permission. Include the information in your registration material.

Whatever you plans are, have fun with it and capitalize on the benefits of those lazy summer days that we remember so well from our childhood.

Kathy Hermes is the Child Care Program Specialist for Camp Fire Boys and Girls.

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Seems like Summer Activities

by Kathy Hermes

Even though summer seems a long time away, it is fun to do some outdoor kinds of activities. Consider these:

Decorate your meeting space with summer things.

Voyage to the Bottom of the Sea

Fill a small pool with water and add shells, leaves, nut shells, etc. floating rims up. Each player has his or her own float or submarine and may mark it with crayon for identification. Each player has five pebbles and stands at an agreed distance from the puddle. Each throws the stones at his or her submarine, trying to make it sink to the bottom. When all stones have been thrown, each player gets 1 point for each stone in his or her own submarine, and 5 points if the submarine sank to the bottom. Play continues for an agreed period of time or number of turns. The player with the most points at the end of this period is the winner.

Big Green Dragon

One person is the big green dragon and the rest are players. Players should stand behind the goal line and chant:

Big Green Dragon
Fell in a ditch
Picked up a penny
And thought it was rich.

As they chant, players cross the goal line and run toward the dragon. The dragon asks "Whose children are you?" The players answer any name they wish. The dragon keeps asking until the players answer "Yours." This is the signal for the dragon to begin chasing the players back to the goal line. The first player to be tagged before reaching the goal line becomes the big green dragon and the game starts again.

Alternate version: Players say "Whose dragon are you?" Dragon says any name. When the dragon says "Yours", that's the signal for players to be chased.

Giggle-Wiggles

The easiest way to see one is to make one. Giggle-wiggles are easy to make and require only an active imagination. These inimitable creatures are fashioned from a variety of natural materials, plus a minimum of man-made materials to hold them together.

Material needed:

- A variety of natural material.
- Glue.
- String, yarn or thin wire.

Here's how:

- Have children gather five to eight small articles from nature (such as leaves, weeds, twigs, roots, seeds, acorns, feathers, etc.). Be sure to observe conservation practices; most raw materials for giggle-wiggles can be picked up from the ground.
- Explain to the group what to do only when they return with their finds. They may use materials collected individually, or they may place all finds in the middle of the work area with everyone drawing from the potluck supply.
- Let materials themselves suggest to each participant what they might make. Let them feel, examine and experiment, first trying a leaf here or a cone there before gluing. Giggle-wiggles almost make themselves. Don't expect finished products in 10 minutes; give plenty of time. While the group may begin slowly, they will be deeply engrossed after a warm-up period.
- They may want to name their animals and have a pet show or circus.

These activities are from *The Outdoor Book*, published by Camp Fire Boys and Girls, 4601 Madison Avenue, Kansas City, MO 64112.

Kathy Hermes is the Child Care Program Specialist for Camp Fire Boys and Girls.

Simply Fun!

A Book of Hand Me Down Games

By Patricia Zatopa

How many of these can you remember?

Baby in the Hole
Bakery Tag
Blindman's Bluff
Bluebird Through My Window
Dodgeball
Egg on a Spoon Race
Freeze Tag
Hide and Seek
Hopscotch
Horseshoes
Jump Rope
Keep Away
Kick the Can
Kickball
King/Queen of the Mountain
Leap Frog
Musical Chairs
Puss in the Corner
Rattle Snake
Red Light, Green Light
Red Rover
Rooster Fighting
Sack Race
Simon Says
Statue Maker
Steal the Bacon
Stoop Tag
Streets and Alleys
Tug of War
Water Balloon Toss
Wheelbarrow Race
Arm Wrestling
Clothespin in the Bottle
Hand Clapping Rhymes
I Doubt You
Jacks
Marbles
One, Two, Three O'Leary
Sausages
Slap Jack
Telephone
Tiddly Winks

Simply Fun! tells how to play these. ($4.95 plus $2.50 s/h from School-Age NOTES).

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CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
LARGER THAN LIFE	Read a tall tale such as a Paul Bunyan story or a Pecos Bill story. Make up your own tall tale.	Experiment with a pantograph to enlarge drawings.	Get out your stilts or make stilts with tin cans and twine or by taping blocks to your shoes. What if you were 6' tall?	Find out how movies like King Kong make the actor seem larger or smaller by changing the size of the stage sets.	Set up a lamp and make shadow pictures on the wall. Why are the shadows so much bigger?
ARMCHAIR TRAVELER	Plan an imaginary trip to a country of your choice. Write to the Embassy for tourist information and pictures.	Locate it on a map. How long would it take to travel and what would it cost? Ask a travel agent. How would you get a passport?	What are the staple foods? Are your favorite foods enjoyed there? Try out one of their recipes.	Learn a few important words in the language. Invite a native speaker or borrow tapes. Think of things you might need to say.	What kind of clothes would you need to pack? What is the weather like there now? Is it summer of winter?
INDOOR GARDEN	Root a sweet potato or avocado seed.	Sprout alfalfa seeds or bean sprouts.	Plant a chia pet, or make a dish garden with rocks and small plants.	Look at a seed catalog. Choose a plant you want to start indoors for transplant outdoors later.	Force a bulb indoors. Crocus, tulips or daffodils work well. Indoors it will bloom early.
SKILLS FOR LIVING	Learn to sew on a button or make a buttonhole.	Learn to mend a tear on a seam or to put back a hem.	Learn how to check the oil, water, wiper fluid and brake fluid of a car.	Learn how to drive a nail, remove a nail with a claw hammer, put in and remove a screw.	Learn how to read a thermometer. Learn about different kinds of thermometers and what each is used for.
SAFETY	Ask a fireman to talk about fire safety at home	Plan how to teach pedestrian safety to young children.	Outline rules for skateboard safety. Put on wall chart.	Ask the school nurse to teach first aid. Put together a basic first aid kit.	What are the rules for bicycle safety?
JUST FOR FUN	Make fingerprint pictures. (*Incredible Indoor Games*, p. 98)	Create a Treasure Hunt. Work on 2 teams with each group writing clues and preparing the hunt for the other. Evaluate.	Take a poll with the question, "What is something fun you did as a kid?" Plan how to share your results.	Make a booklet containing everyone's favorite jokes.	Have a "backwards day."

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NSACCA Update

After a successful November conference with 400 members in attendance the National School-Age Child Care Alliance (NSACCA) had its Public Policy Committee meet in Washington DC in January in order to talk with Congressional representatives and key lobbyists.

Fifteen NSACCA committee members helped educate various Congressional members as to the need for continued funding to improve the supply and quality of school-age care. They also explained the value of funding streams such as the Dependent Care Block Grant and how well states creatively developed a range of school-age care options and training.

This visit paid off almost immediately for NSACCA and the school-age care field. Tracey Ballas, president of NSACCA, was called by Sen. Chris Dodd's (CT) office to notify NSACCA that President Bush had just announced that morning that the Dependent Care Block Grant was one of 200 programs on his "hit list" for zero funding. (See page 1) Then Senator Donald Riegle's (MI) office helped NSACCA monitor the situation.

This shows the importance of having a strong national association. If you would like to join NSACCA contact Vince Vento, Rockwood School District, 111 E. North St., Eureka MO 63025 (314) 587-2531 for membership information. If you are interested in a group membership for a local or state school-age group or want to form one, contact Tracey Ballas, 1742 Norwood OH 43701.

The NSACCA Board will meet in April at the North Carolina state school-age care conference. Fourteen Board members are adding their expertise to the conference by doing workshops.

As reported previously the NSACCA conference will move from the fall to the spring and no longer be convened before NAEYC in November as had happened the past four years in Denver, Washington DC, Atlanta, and Anaheim. This was a move dictated more by practicality than philosophy. However, NSACCA will be present in New Orleans this November for NAEYC. It will participate in the allied organizations one-on-one dialogue/reception; also members have submitted workshop and preconference session proposals. The Board will also hold a retreat before the conference.

The spring 1993 NSACCA conference date and site will be determined in two months. Liz Joye from Charlotte NC is Conference Chair.

Wellesley Update

The School-Age Child Care Project at the Wellesley College Center for Research on Women has several new projects.

ACTION MANUAL rewritten. What has been referred to as the "bible of school-age care," *School-Age Child Care: An Action Manual* by Ruth Baden, Andrea Genser, James Levine and Michelle Seligson published in 1982, has been completely rewritten to reflect the current state of school-age care and its development. Publication date is set for this fall.

How many school-age programs are there? This answer plus a profile of what the programs look like (school-based, private, number of children, fees, academic, recreation, how they operate) will be coming out soon from a research project that comprehensively surveyed a national representative sampling of before-and-school programs. 1300 phone calls to programs and 18 site visits make this the most complete investigation about what is out there that has ever been attempted and most likely will not be repeated for a long time. SAN will let our readers know when this is available.

Half Million $ to Train Principals and Community Teams. Grants totaling $575,000 have been awarded to the Wellesley SACC Project and the National Association of Elementary School Principals (NAESP) in a unique partnership to improve child care services available to school-agers. The three-year project links principals, parents and caregivers in planning local child care. The three phases of the project are:

-Twenty regional training workshops across the country for teams of principals and community members with priority given to teams from districts with high concentrations of disadvantaged, low-income families.

-"Training of Trainers" for 100 principals to be able to conduct SAC workshops at local levels.

-A new NAESP publication, *Guidelines for Quality School-Age Child Care*, to be written in collaboration with a committee of principals.

Are you ready for a SACC Leadership Training Institute? Many states have sponsored Wellesley's institutes. The following are dates and sites of some of this year's institutes: Rhode Island College, RI-March 24-27; Albuquerque, NM-May 3-8; Chicago, IL-June 1-5; Colorado-July; New Jersey-Dates TBA; Wheelock College, Boston, MA-July 12-17.

ASQ Arrives. The comprehensive assessment tool for SAC programs called ASQ (Assessing School-Age Child Care Quality) is ready. It is a self-guided resource that outlines the elements of quality; provides instruments to assess quality, and offers a process to improve programs. The process involves setting up a partnership among staff, parents, children, and community members to develop and evaluate the program and create a vision for a better program. ASQ is available in a large binder format for $45 plus $7 s&h.

For further information and list of books, reports, and videos CONTACT: School-Age Child Care Project (617) 235-0320 ext.2546.

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VIDEO NOTES

by Betsy Shelsby

School's Out: Who's Caring for Me?

This video provides an overview of the school-age child care situation: a) demographics, b) concerns of educators, c) the dangers of children staying home alone, and d) school-age child care options. A point well-taken is that school-agers who are confident and competent enough to stay alone before and after school may be granted premature responsibilities. The need for before and after school care is reframed from a day care/parent/family problem to a societal problem. There are examples of how some Maine communities are responding to the need for school-age day care and suggestions on how other communities can mobilize to address the before and after school care issues. The video is suitable for community groups unfamiliar with school-age care problems and the options available to address these problems. There are two versions of **School's Out: Who's Caring for Me?** One is 45 minutes and one 25 minutes. The cost of the video is $30.00 and it is available from: University of Maine, Cooperative Extension, Family Living Office, 128 College Avenue, Orono ME 04473.

FREE $ for Accreditation

ECE programs and Child Care Centers including school-age ones are eligible for money for NAEYC Center Accreditation. If your program has parents who work for IBM, then your program may be eligible. For more information about this funding contact: Lori Harris, Work Family Directions, (617) 278-4000.

School-age programs may apply for accreditation if 50% or more of their children are eight years old or younger. We think this is an equitable way to tackle the difficult issue of separating youth programs from early childhood programs and still include school-age programs with older children in the process. (Remember NAEYC considers early childhood as birth through eight years.) For information about Center Accreditation contact: NAEYC Accreditation (800) 424-2460.

Kiwanis Help Still Available

Kiwanis International recently extended its Young Children: Priority One program indefinitely. Local Kiwanis groups are anxious to respond to requests from local early childhood educators for support in creating or expanding programs. Contact your local group for more information. Are there any school-age programs out there that have developed projects with the help of Kiwanis? Drop School-Age NOTES a line so we can contact you for your story.

Don't Be Left Out

Do you have a large program? Have you gotten your numbers in yet to be included in the "Top 50" List of the Child Care Information Exchange? There is a list for school-age care.

If you think your program might qualify, call and request a survey form from Child Care Information Exchange, 1-800-221-2864. Free.

Late Issues of SAN

November issues in January and December issues in February etc. are not the best way to "win friends and influence people" never mind keep customers. While the issue dates were behind, we thought at least we could keep the information current and not have activities that had past their timeliness. This was not true for the last two issues. We are catching up; however, if you are dissatisfied for any reason at any time, you may always ask for a full refund.

36 Activity Ideas & 42 Game Ideas

The minimum number of Activity Ideas in this issue is 36.

Can you find them all?

page 1 - two
page 2 - three
page 3 - one
page 4 - five
page 5 - thirty

Can you find more ideas? On page 4 are listed 42 old time game ideas.

FREE Activities

School-Age NOTES has been distributing with book orders a "Highlights" handout of past articles. The current one has 20 activities related to spring, gardening, and plants. Drop us a note if you would like us to send you one.

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RESOURCES

Niños

"Turista Americano" is a Monopoly-style Spanish-language board game that lets children buy up the hemisphere instead of "Boardwalk." It's found in *Niños*, a catalog of toys, books, and instructional materials for children who speak or wish to speak Spanish. The materials are for preschool and school-age children and are in Spanish or both Spanish and English. 5959 Triumph St., Commerce, CA 90040-1688. (800) 634-3304. ❧

FREE Catalogs

– *Lakeshore Learning Materials*, primarily a preschool catalog, however, has blocks, manipulatives, science and nature materials as well as a small section on games and activities for after school programs. PO Box 6261, Carson, CA 90749 (800) 421-5354.

– *Toys to Grow On*, preschool and school-age appropriate equipment and toys such as woodworking sets, knot-tying kits, no-fail doll fashions to sew, rhinestone fastener for clothes, lots of different action figures and animals, collections of plastic sea animals and insects, world traveler kits and games, money from around the world collection and more. PO Box 17, Long Beach CA 90801 (800) 542-8338. ❧

Spider-Man & Parents

Along with the *Amazing Spider-Man® Series* for children on abuse the National Committee for Prevention of Child Abuse has many pamphlets and booklets for both parents and staff on working with and parenting children and youth. Some titles of special interest to school-age programs are: **"How to Teach Your Children Discipline;" "Teaching Students Discipline;" "I Hear You"** (Thomas Gordon communication skills); **"Who Stole Mrs. Wick's Self-Esteem;"** FOLLOWING ALSO AVAILABLE IN SPANISH: **"Child Discipline: Guidelines for Parents;" "Think You Know Something about Child Abuse?" "Talking About Child Sexual Abuse;" "You're Not Alone Kids' Book on Alcoholism and Child Abuse."** Write for catalog: National Committee for Prevention of Chid Abuse, 332 S. Michigan Ave., Ste 1600, Chicago IL 60604-4357 (312) 663-3520 ❧

Toy Library For Special Needs Children

Appropriate and affordable toys for children with special needs are often hard to come by. In more and more communities this problem is being addressed by toy lending libraries. An excellent resource on where to find these toys is "Play for All Children" by S. Jackson, et .al. in the Fall, 1991 *Journal of the ACEI*.

Contact the ACEI at 11501 Georgia Ave., Suite 315, Wheaton MD 20902. Telephone (800) 423-3563 or (301) 942-2443. ❧

CONFERENCES

TENNESSEE March 27-28, 1992
4th Annual Governor's SACC Conference
Nashville, TN
Contact: Cathi Witherspoon (615) 741-3312

NORTH CAROLINA
April 3 and 4, 1992
North Carolina Dept. of 4-H Youth Development SACC Conference; The Sheraton Imperial at Research Triangle Park, NC **Contact:** Winnie Morgan (919) 732-1524

ILLINOIS April 3-4, 1992
IL Statewide SACC Conference
Chicago **Contact:** Christine Todd (217) 244-1290

WEST VIRGINIA April 3-4, 1992
School-Age track on April 4 featuring Dale Fink
Huntington, WV
Contact: Mary Jo Graham (304) 523-3417

INDIANA April 10, 1992
IASACC Spring Conference "Dealing with Change"
Indianapolis, IN
Contact: Evelyn Eschenhoff (317) 266-9622

PENNSYLVANIA April 10, 1992
Western Pennsylvania SACC Alliance
Sharon, PA - Tara Country Inn
Contact: Sharon Schweninger 412-343-1661

ARKANSAS April 24, 1992
School-Age Child Care Conference
Little Rock, AR
Contact: JoAnn Nalley 501-972-3055

CONNECTICUT April 25, 1992
CT School-Age Child Care Association Conference
New Britain YWCA
Contact: Joan Benson 203-295-9400

CENTER FOR EARLY ADOLESCENCE TRAINING FOR PROGRAM PLANNERS AND YOUTH WORKERS
March 25-27, 1992........... New Orleans, LA
May 13-15, 1992.................Chapel Hill, NC
Sept 23-15, 1992...............Minneapolis, MN
Nov 11-13, 1992.................Chapel Hill, NC
Contact: Center for Early Adolescence, D-2 Carr Mill Town Center, Carrboro NC 27510 (919) 966-1148

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Volume XII #7 The Newsletter for School-Age Care Professionals March 1992

School-Age NOTES

ISSN0278-3126 © 1992 School-Age NOTES – A National Resource Organization on School-Age Care – Pioneering the Field Since 1980

Crossroads for SAC Professional Development

by Rich Scofield

photo by Nancy P. Alexander

What kind of professional preparation should adult leaders have to provide the kind of quality school-age care that sparks school-agers' interest and enthusiasm while meeting developmental and individual needs and being fun, too?

School-age care professional preparation and development is approaching two crossroads.

One crossroad is the issue of the word "child" in the commonly used term school-age child care. This is an issue if the field is to continue to include middle school and early adolescent programs.

As a professional field this term tends to exclude youth and recreational programs since youth (13 years and older) don't want to be associated with "child care" and neither do many recreational programs. In fact, many 5th and 6th graders also chafe under the term "child care." Some groups including *School-Age NOTES* are dropping "child" and using the term "school-age care" and the short form SAC. The decision to be "child care" or to be broader to encompass youth serving groups will make a difference in professional development avenues, range and content.

The second crossroad is under whose auspices should school-age care professional development come and what form should it take?

Should it be the National Association for the Education of Young Children (NAEYC); community education; recreation; youth service organizations; the National School-Age Child Care Alliance; other groups already doing school-age training?

Should there be general child care certification with school-age a part of that? CDA? two-year degree? four-year degree? national service organization credentialing?

June 3-6 National Institute for Early Childhood Professional Development Conference Los Angeles, CA for registration info. contact NAEYC (800) 424-2460. **<< See page 7 for more on this conference and SAC professional development. >>**

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8,014 Free Copies to Subscribers

ALL 4,007 SUBSCRIBERS to School-Age NOTES will have 2 additional issues added to their subscriptions. Your expiration date on your address label on this issue should reflect this change.

The switch to a monthly, a change in editors, a new typeset format, and obtaining recycled paper has proved to be a bumpy road leaving issues not only late but with some dated material. While most of the content has not been time-dated, we felt extending all subscriptions two issues was a fair way of handling this inconvenience.

Also FREE — *School-Age NOTES* has been distributing with book orders a "Highlights" handout of past articles. The current one has 20 activities related to spring, gardening, and plants. Drop us a note if you would like us to send you one.

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I Am Insulted

To Whom It May Concern:

I am writing in reference to your article, "Extended Day and Enrichment Programs – Education Solution or Dangerous Trend?", Dec. 1991, by Rich Scofield.

I am employed with a public school system that offers an extended day and enrichment program after school hours and during the summer. We consider this a community need that we are able to meet by offering a quality, low cost, safe environment for working parents who need such a program.

Either your information for this article is wrong or you are misled in believing that programs that have educational or enrichment emphasis "have a state of boredom" with a programming style that should not be continued in an after school program. Perhaps somewhere near Nashville or in the hills of Tennessee you do not have recreational development opportunities in your educational curriculum.

Our students are afforded a number of quality choices such as swimming, bowling, arts and crafts, computer games, organized games, board games, gymnastics, etc. which very few private daycare facilities have or are equipped to handle.

Your article sounds like sour grapes in that we are able to make use of public facilities and offer a program better than a private daycare at a better cost to the parent. And believe me, students have fun or they would not beg their parents to let them come. The fact is, we offer some educational enrichment programs along with recreation and the parents feel great about it, because they know that their children are being taught by a qualified, state certified instructor who has devoted hours to the study of child development and learning.

I am insulted that you have made a broad generalized statement without qualified validity such as, "an educational system that has been going about education in the wrong way for 30 years," and "somewhere along the road to a better education for our children we took a side road."

Would you please give us solutions instead of cheap shot jargon? Please tell me your qualifications as an educator or an expert on child development and learning. Perhaps you could qualify your assumptions with a few facts instead of merely shallow statements which your readers are supposed to accept as fact.

I am also sorry that I have paid a subscription for a newsletter from an organization that apparently does not appreciate the public school system. Perhaps the public schools should not spend their money with agencies such as yours.

Thank you,
Randy Jones
Coordinator-Community Education
Tulsa Public Schools

I Agree Wholeheartedly

Dear Rich:

I am the administrator of an Extended Day Program for the Dougherty County School System in Albany, Georgia. We presently have six school sites and 528 children in the program.

I agree whole heartedly with your argument against academic emphasis during the after school hours. The children have been quiet, programmed and in their seats since 8 A.M. They arrive at Extended Day on "high and fly" and it takes a lot of preplanning on our part to "channel the energy", particularly on rainy days when we don't have the luxury of running off steam outside.

Because I was a classroom teacher before accepting this position, I understand fully the state of mind of most teachers at 3:00 P.M. I know the last thing I wanted to see was another child because all of my energy had been expended from 8:00 to 3:00.

Consequently, when we set up our program, we adopted the policy that no personnel who were employed by the school system during the regular day could participate in the Extended Day Program (unless they wanted to volunteer).

I really felt (and still feel) that a complete separation between the regular school day and the Extended Day was vital for the welfare of the children.

New faces with new ideas and with no preconceived concepts were sought as activity leaders. We have several retired teachers who perform the Grandmotherly role, but the vast majority of our staff are college students. We have at least two male students at each site and the children adore them. They are very receptive to the desires and problems of the children. All of these activity leaders are super role models for our Extended Day Program participants.

Children learn through constructive play, so the rest is just plain fun.

The curriculum does include between 30 minutes to an hour of homework assistance. That is absolutely the only academic thing we do. Children learn through constructive play, so the rest is just plain fun.

Thanks again for your timely and very relevant article. There are ways to have a school based program that has no resemblance to the regular school-day. We work constantly to retain that difference.

Sincerely,
Kathryn B. Kelly, Coordinator
Extended Day Program
Dougherty County School System
Albany, Georgia

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More on Extended Day and Enrichment Programs

The December issue of SAN questioned the idea proposed by U.S. Secretary of Education, Lamar Alexander, that certain extended school programs were a solution to the problem of how to pay for more pupil hours. He favors extending the school day and school year by making it optional and charging parents for the extra instruction.

The feature by Rich Scofield took issue with the concept of expanding the school day and year with more of the same system that has gone about education in the wrong way for 30 years.

One letter on the opposite page agreed with the separation of the academic school day from the after school program (a program modeled on the concept of providing "constructive play" and fun). The other letter questioned the validity of statements made and called for solutions.

Several issues regarding extended school programs should be clarified.

1. The term extended school program or enrichment program does not define the type of program offered. Many of these programs offer developmentally appropriate, quality school-age care. The issue is not public school vs. "private daycare" (there are other types of non-school sites besides private programs — parks & recreation, non-profit agencies, church, and children and youth serving organizations). The issue is developmentally appropriate, child-centered, adult-facilitated school-age programming versus adult-led, product oriented programming.

2. Two sources for ideas and quotes on learning and our educational system were cited but contact information was not given. They are: *Making Connections: Teaching and the Human Brain* by Renate and Geoffrey Caine, published by the Association for Supervision and Curriculum Development (ASCD) 1991 Call (703) 549-9110 and *Standards for Quality Programs for Young Children* by the National Association of Elementary School Principals (NAESP) 1990 Call (703) 684-3345.

3. The 30 years of our education system going the wrong way refers to the effect of the Sputnik launch in 1957 and the push to catch up to the Russians. This push was to continue a developmentally inappropriate, factory-model education system from the industrial age. The following are current sources on the history of education and reform solutions: Caine & Caine (see above); David Elkind's Miseduc*ation*; Polly Greenberg's "Autocracy or Democracy in the Classroom?" in *Young Children*, March 1992; "The Debate over Schooling: Influences of Dewey and Thorndike," in *Childhood Education*, Winter 1991.

4. The following comments relate to the state of school-agers and learning in our school systems as viewed by other national experts and national education associations.

"...**The element missing in the school reform equation [is] a focus on how children learn and develop** [bolding ours]....The next phase of school reform should support new classroom and teaching models from a basis of the characteristics of children at different stages of development." From *Right from the Start* (1988) prepared for and published by the National Association of State Boards of Education (NASBE).

Donna Jean Carter, Past President, Association for Supervision and Curriculum Development: "...Many capable youngsters are either so bored with their education or so stressed out by their experiences, that optimum learning cannot take place....Repeated practice on isolated skills becomes inappropriate as an option for acquiring knowledge....Teachers must become facilitators of learning...."

Quote appearing in March 1992 *Young Children* (Journal of the National Association for the Education of Young Children) from Tracy Kidder's book *Among schoolchildren*: "The problem is fundamental. Put twenty or more children of roughly the same age in a little room, confine them to desks, make them wait in lines, make them behave. It is as if a secret committee, now lost to history, had made a study of children and having figured what the greatest number were least disposed to do, declared that all of them should do it."

"The need to change from the factory model has been raised repeatedly by educators and others concerned with the future of American education. Overly (1979) put it this way: As practiced, schooling is a poor facilitator of learning. Its persistent view of learning as product interferes with significant learning connected to such complex processes as inquiry and appreciation. What often passes for education is noise that interrupts the natural flow of learning. Schooling too often fragments learning into subject areas, substitutes control for the natural desire to learn, co-opts naturally active children for hours in assembly line classroom structures, and ignores both individual and cultural differences....Much is known about the learning process but little has been applied to education....Memorization, particularly as practiced in our schools, does not work to provide a foundation in basic skills and knowledge....Behavioral approaches [to learning], by ignoring the power and vitality of the inner life of students and their capacity to create personally and intellectually relevant meanings, have interfered with the development of more challenging and fulfilling approaches to learning and teaching. Schools organized on the factory model do not open doors to the future; they imprison students in their own minds." (Caine & Caine)

"...The curriculum is developed so as to make the best use of each child's natural curiosity, abilities, and interests....The philosophy is based on an interactive approach, an approach that views children as active learners experiencing hands-on exploration of many diverse materials, freedom of movement, and spontaneous conversation with teacher and classmates." (NAESP)

THE IMPLICATIONS FOR SCHOOL-AGE CARE are that programs meet school-agers developmental needs for activities that are exciting, relevant, meaningful and fun while providing time for reflection, being "alone," doing nothing, and planning, selecting, and pursuing choices they are interested in.

Richard T. Scofield, M.S. is a Child Development Specialist who has taught in public elementary schools in the U.S., Caribbean and Australia. For the past fifteen years his role in school-age care has varied from volunteer, caregiver, and director to writer, trainer, and national advocate.

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Activity Boxes

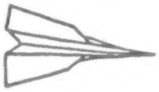
by Laura Pfandler

At the core of exciting, fulfilling, before and after school experiences are activities that are initiated by the children in the program. Children need the opportunity to choose and develop activities that allow them flexibility and creativity.

Developing "Activity Boxes" is one way to provide a variety of tools with which the children can expand on a particular theme. The boxes can be stored on shelves accessible to the children and checked out during activity times. Boxes from candy sales work well. The boxes have a handle and are uniform in size.

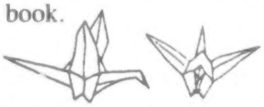
Here are a few ideas on Activity Box themes and the contents needed:

Flight Box: Paper airplane book, paper, balsa wood airplanes, balloons and straws.



Tap Dance Box: Long flat-headed tacks, washers.

Origami Box: Origami paper, Origami book.



Card Making Box: Scissors, bright paper, glue, stickers, stamps, stamp pad, marking pens.

Little People Box: Pipe cleaners, yarn, cotton, yarn scraps, material scraps.

Kazoo Box: Wax paper cut in 4-inch strips, toilet paper rolls, rubber bands.

Friendship Bracelet Box: Embroidery thread, instructions.

Laura Pfandler is Director of A World of Wonder in Seattle.

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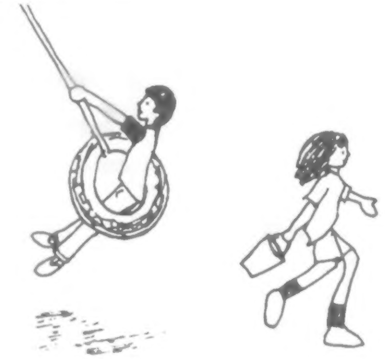
SCROUNGER'S CORNER

Homemade Playgrounds

Key words: flexibility, imagination

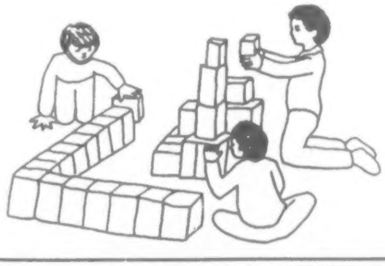
Item: BUCKETS
Use: sit on, storage, sand pail, water fun, stilts, storage
Sources: contractor's buckets from drywall mud, nails...food service buckets from pudding, pickles, condiments, peanut butter...



Item: ROPES
Use: jump with, clothesline tent, swings, rope climbing, balance ladder, pulleys
Sources: marine supply, docks or marina

Item: TIRES
Use: sandbox, climb on, jump over, swing [Avoid steel belted tires.]
Sources: garages, junk yards

Item: BOXES
Use: puppet theatre, playhouse, car, train, dollhouse, building blocks
Sources: appliance stores, hardware stores selling heavy appliances or contractor installing them, TV and electronic equipment showrooms



Item: BOARDS
Use: ramps, decks, walkways, bridges, balance beam, teeter-totter, shelves.
Sources: lumberyard, construction site, neighborhood hardware, packing crates

Item: PVC PIPE and PIPE FITTINGS
Use: temporary construction like Tinkertoys®, permanent construction like doll furniture
Sources: plumbing contractors

RESOURCE: The best book we've discovered for homemade playground ideas including all of these and a very good section on PVC pipe construction is *Creative Play Areas*, by Nonia Kosanke and Nena Warner. Available from School-Age NOTES for $9.95 plus 2.50 s&h ($8.95 plus 2.50 s&h for subscribers).

50 Activity Ideas are in this issue. Can you find them all?

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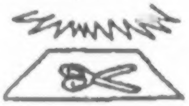
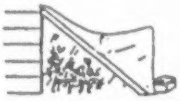
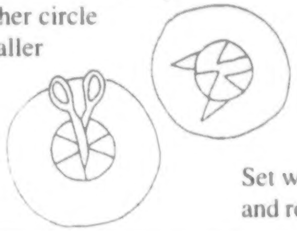
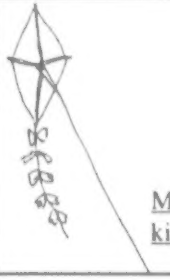
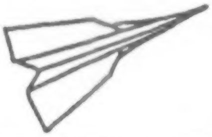
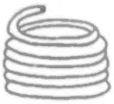
1054

CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
SUNLIGHT	Find a nice shadow. Catch it on paper. Draw around it. Or, with a friend, do each other's shadows. *Good Earth Art*, p. 27.	Read Robert Louis Stevenson's "My Shadow, Bed in Summer and The Sun's Travels" in *A Child's Garden of Verses.*	Solar prints. Tape a flat object to dark blue paper. Leave paper in sun all day. Remove and see print. 	Indoor Rainbow. Place glass of water on sill in direct sun. Catch the rainbow on paper. Draw it. *Good Earth Art*, p. 26.	Solar Greenhouse. Simple directions in *Puddles & Wings & Grapevine Swings*, p. 147. 
WIND	Wind Wheels. Cut a circle out of oak tag or sturdy paper. Draw another circle in the center. Divide smaller circle into 8 parts by drawing 4 lines. Cut on lines. Fold each triangle outward in opposite directions.  Set wheel on ground and roll it with wind.		Make wind chimes.	 Make a kite.	Make paper airplanes. *Incredible Indoor Games*, p. 110. 
BIRDS	Make a bird feeder. Find out which birds are common to your area. What do they eat? Which foods will encourage which birds?	Provide nest materials – bits of string or yarn, small twigs, a little cotton. Find out about different types of nests.	Read a pretend story about birds like *The Best Nest* or "Chaunticleer". Then read about real birds.	Contact your state ag center or county agent. Find out which birds are helpful and which are a nuisance. What can you do?	Check your encyclopedia for color plates of birds. What is your state bird? Go on a hike and see how many birds you can identify.
COLOR	Use a prism to break a light ray into its colors (sunlight through a lens or a glass of water).	Invite an interior decorator or a home economist to demonstrate a color wheel, warm & cool colors, complementary colors.	Use Easter egg dyes to color water in 3 primary colors. Use these colors to mix other colors.	Look at the use of color in fashion design. Do a color test to see which colors look best on each child.	Mix pigments (oil or acrylic) to make new colors. Learn how color is used to create the appearance of light and shadow.
POTTERY & CLAY	Visit a potter's studio to see a piece made on a potter's wheel. Learn how clay is mixed, stored, dried, glazed and fired.	Collect pictures of pottery. Find out about the artists who designed them. Draw a pottery design you would like to make.	Use modeling clay to make a pinch pot or make a piece of pottery by the coil method. 	Make a pottery box by the slab method. (Clay recipes in *Mudworks: Creative Clay, Dough and Modeling*)	Mold an animal or figure out of clay. Let it dry and paint it.
LEAVES	Go for a walk and look at leaves. How many plants and trees can you identify by their leaves? What other clues help?	Check out a field guide to trees, ornamental plants and wildflowers common to your area. Now how many leaves can you identify?	Are there any plants that have flowers before they have leaves? Try to discover how they can do this. Are there plants that have no leaves?	Make a sketch book to record your findings.	Make a solar print or a spatter print to preserve some of your leaf designs.

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16 Tips for Careful Communications

by Betsy Shelsby

Successful teachers develop and continually use a wide range of effective guidance communication techniques. Some of these techniques are used on an on-going basis, others are used for responding to specific behaviors. Listed below are some of these general and specific guidance techniques.

Communication Techniques to be Used on an On-going Basis

☐ Kneel down to level of children.

☐ Make eye-to-eye, face-to-face contact.

☐ When children's eyes are wandering, ask children to make eye contact with you.

☐ Engage children in the following problem-solving steps and allow them to generate solutions:

a) Identify the problem

b) Brainstorm for mutually acceptable solutions

c) Put solutions into actions

d) Evaluate what happened; if necessary start the problem-solving process again

☐ Be both an active participant and observer as children play. Circulate among all of the children, join in and extend play by asking open-ended questions and modeling different ways to play and interact with others. When you are interacting with one group, keep your eyes and ears open to what is happening with other children in the group.

☐ Accept and respect children's feelings; it is just as acceptable to have angry feelings as it is to feel happy. Children can be taught to appropriately express anger.

☐ "Catch" children being good and praise them.

☐ Carefully plan for transitions from one activity to another. Talk with children about when and how transitions will take place. Give plenty of notice.

☐ Give children choices.

Responding to Specific Behaviors

☐ **Responding to Angry Children** - Listen to what children say. Acknowledge their feelings. Quietly repeat what you have heard. Engage children in problem-solving steps; "how can you make this better?"

☐ **Responding to Defiant Children** - Try to avoid imposing your will and getting caught up in arguments with children. Acknowledge children's desires and negotiate to reach a mutually acceptable solution. When you must stand your ground, offer children choices. For example, "I know you don't want to stay inside right now, but we can't go out until 3 o'clock. Let's find something special for you to do while you are waiting."

☐ **Responding to Children Who Disobey Rules** - Disobeying rules includes not sharing, not taking turns, not following directions, not adhering to established program, child/staff agreements about acceptable behaviors. Make certain that directions and rules are fair, consistently applied, clear, simple and few in number. Be willing to negotiate and re-evaluate rules. Children should be aware of the consequences of breaking rules and when the rules are broken, the consequences must be met.

☐ **Responding to Fighting** - When necessary, physically separate children, remove them to a short distance away and allow a few minutes for "cooling" down. Make it clear that fighting is unacceptable behavior: "Fighting is not allowed, we use other ways to solve problems. You can not hurt others, yourself or property." Give each child a chance to describe what happened. Assist children to brainstorm for solutions, try them out and evaluate what happened.

☐ **Responding to Children Who Refuse to Help Clean-Up** - State exactly what needs to be done and indicate, by name, who is responsible for each task. Make clean-up time a challenge: "It is 3 o'clock. Let's see if we can be finished cleaning-up by 3:10." Praise individuals for jobs well done. One of the consequences of not helping to clean-up and put away materials is not being able to play with the materials the next time they are available.

☐ **Responding to Not Coming When Called.** Indicate that you expect the child to come "right now". Devise pre-arranged signals to be used when children need to respond immediately. Avoid over-using these signals. When possible, provide plenty of notice when making transitions from one activity to the next. Give children a choice: "How many minutes do you need to finish what you are doing and join the group: one, three or five?"

☐ **Responding to Risky Behaviors** - First thing to do is to immediately remove the child from danger — act! Set clear, firm limits on risky behaviors and make it clear that these limits are not negotiable. Impose the established consequences for risky behavior.

When unacceptable behaviors persist, talk with parents and develop united strategies for dealing with the behaviors. Allow children to be involved in the strategy planning process (meet with the parents, then bring in child when planning begins). If children continue to behave in ways that endanger themselves or others, it may be time to refer parents for special help. Advise parents that the program cannot continue to keep the child enrolled without special help and cessation of dangerous behaviors.

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SAC Professional Preparation: Where do we fit in the Early Childhood Career Lattice?

Part 1

by Rich Scofield

The National Institute for Early Childhood Professional Development was established last fall by the National Association for the Education of Young Children (NAEYC) with a 2-year start-up grant of $425,000 from Carnegie Corporation of New York. The September, November, January, and March issues of *Young Children* have had articles about the Institute, its mission, and its vision.

"The overarching goal of the Institute is to achieve a coordinated, articulated professional development system for individuals who care for and educate children from birth through age 8."

The following statement and outline of activities and issues is from the Institute's report to the NAEYC Board:

"During the last 10 years, NAEYC has established standards and position statements defining high quality, developmentally appropriate care and education for young children. We now face a situation where our goals for children cannot be achieved unless we direct systematic, concerted effort to improving the pre-service and in-service preparation of early childhood professionals."

Activity Strands

1. **Standard-setting**
2. **Program review**
3. **Information dissemination**
4. **Leadership development**

Issues and Barriers

1. **The need for a new paradigm** of professional for early childhood education
2. **The enduring dichotomy** between care and education
3. **The barrier of inadequate compensation**
4. **The diversity of standards** for early childhood teacher certification
5. **The lack of uniformity and varying quality** in pre-service and in-service preparation programs."

Career Lattice

Rather than career ladder which implies a narrow, rigid step program to career preparation, qualification, and advancement, the Institute has taken the concept of a "career lattice." It is a model for looking at the goals of enhanced upward mobility with improved compensation and increased opportunity for horizontal movement from one professional area to another within early childhood. The idea is to be inclusive rather than exclusive with professionals moving into positions as they qualify based on knowledge and content rather than which preparation path they travelled.

"...thru 8 years" Implications for SAC

NAEYC has developed standards (develpmentally appropriate practice), an accreditation system, and now is looking at an overarching professional development system. School-age care to a limited extent has been included in these. However, NAEYC's purview "birth through eight," by definition, does not cover the complete range of children and youth in school-age care which is five years through early adolescence. On the other hand, by numbers, the majority of children in after school care are in grades K-3 which is in NAEYC's age range.

It has been debated whether NAEYC is the proper place for the school-age care profession to call home. There are other professional fields we may fall under such as recreation, community education, and the youth serving field. It may be that each has its place for SAC.

School-Age Care Representation

Rich Scofield of School-Age NOTES is an advisory panel member of the Institute. If you have comments related to professional development and school-age care, you may direct them to him or to Sue Bredekamp, Director of Professional Development at NAEYC.

Instructors of SAC courses and others interested in SAC professional preparation - Will you be in L.A. June 3-6?

Call Julienne Johnson (800) 424-2460 for information on the 1st Annual Conference of NAEYC's National Institute for Early Childhood Professional Development.

This conference will bring together individuals from **all aspects of early childhood professional preparation** and **training delivery system,** including all those who deliver or influence policy related to pre-service and in-service preparation **at all levels** (community-based, vocational-technical, CDA, associate, baccalaureate, and graduate), **serving all age groups** (birth through age 8), **in all settings** (centers, homes, and schools), and including those serving children with special needs. Sessions will reflect current issues of **content, policy,** and **delivery systems.**

CANADA

Edmonton Conference Goes Province-Wide

Canada's largest conference on school-age care, which has been a local one in Edmonton, Alberta, is now reaching out to the entire province and beyond. Past conferences have had as the keynote speaker familiar U.S. school-age care names such as Dale Fink, formerly of the Wellesley SACC Project, Linda Sisson author of *Kids Club*, and Rich Scofield of *School-Age NOTES*.

May 22-23, 1992 are the dates for this year's Out-of-School Conference at Grant MacEwan Community College in Edmonton. **CONTACT:** Margaret Eastwood, Grant MacEwan Community College, 7319-29th Ave, Edmonton AB T6K 2P1 CANADA (403) 462-5615.

Special SAC Booklets

The California School Age Consortium has published a set of five booklets on school-age care issues:

1. Discipline and Conflict Resolution
2. Challenges of Shared Space
3. Beyond Preschool - New Ideas for Childcare Veterans
4. Parent Involvement and Communication
5. Staff Issues: Training, Retention, and Recruiting

The set is available from School-Age NOTES for special subscriber discount price of $11.95 plus $2.50 S&H (regular retail price for non-SAN subscribers is $14.95 plus $3.50).

Klutz Catalog

The spring 1992 Klutz, Inc. catalog contains a fun and exciting series of game and activity books such as *Face Painting*, *Braids and Bows*, *Everybody's Everywhere Backyard Bird Book*, *The Explorabook*, *The Official Icky-Poo Book*, *The New Official Koosh Book* and *The Foxtail Book*. Each book comes with supplemental items (for example, *The Official Koosh Book* comes with 3 mini-Kooshes) that can be easily duplicated or replaced with a trip to a local discount store. Great additions to your program's library or for prop boxes. For a free catalog call (415) 857-0888 or write Klutz, 2121 Staunton Court, Palo Alto CA 94306.

International Cook Book

This 123 page cook book contains recipes from the seven continents of Europe, Asia, Australia, Africa, South America, North America and Antarctica. Collected and designed by the children and staff of a non-profit day care centre, the recipes are ones kids like and like to make. Originally sold in local malls, you can now order the *International Cook Book* for $10.00 a copy (which includes shipping and handling) by writing Spare Time Fun Centre c/o David Lloyd George School, 8370 Cartier Street, Vancouver BC V6P 4T8, Canada. The proceeds from this fundraiser help to pay for summer camp.

FREE Catalog

-J.L. Hammet Early Learning Catalog contains 272 pages of materials, equipment, and resources – many that may also be used in school-age care such as moveable storage units, mobile activity carts, mobile storage islands, hollow wooden blocks, animal and people figures, manipulative materials, award badges and stickers, arts and crafts materials, and board games. PO Box 9057, Braintree MA 02184 (800) 955-2200 ext. 240.

Crooked Holes?

Only after hole punching back issues of *School-Age NOTES* for our own binder did we realize that the 3-holes printed on each issue didn't line up. Now they do!

SAC CONFERENCES

INDIANA April 10, 1992
IASACC Spring Conference "Dealing with Change"
Indianapolis, IN
Contact: Evelyn Eschenhoff (317) 266-9622

PENNSYLVANIA April 10, 1992
Western Pennsylvania SACC Alliance
Sharon, PA - Tara Country Inn
Contact: Sharon Schweninger (412) 343-1661

ARKANSAS April 24, 1992
School-Age Child Care Conference
Little Rock, AR
Contact: JoAnn Nalley (501) 972-3055

CONNECTICUT April 25, 1992
CT School-Age Child Care Association Conference
New Britain YWCA
Contact: Joan Benson (203) 295-9400

OKLAHOMA May 1-2, 1992 **(New Listing)**
OK SACC Conference - Keynotes: Rich Scofield and Tracey Ballas, Okla. City, OK
Contact: LuAnn Faulkner (405) 521-3561

NORTH CAROLINA May 2, 1992
Metrolina Alliance of School-Age Professionals
Charlotte, NC
Contact: Karen Callahan, (704) 376-6697

KANSAS May 16, 1992
Kansas AEYC School-Age Child Care Committee
Shawnee North Community Center, Topeka, KS
Contact: Diane Purcell (913) 232-1603

PENNSYLVANIA May 20-21, 1992 **(New Listing)**
PA Northeast Region School-Age Child Care Conference, Bethlehem, PA
Contact: Julie Plater (215) 691-1819

PENNSYLVANIA July 10-11, 1992 **(New Listing)**
Lancaster YWCA 7th Annual School-Age Child Care Conference "When School's Out, What Then?"
Lancaster, PA
Contact: Nancy Graupera (717)393-1735

WASHINGTON July 24-25, 1992 **(New Listing)**
Statewide School-Age Child Care Conference "Moving Forward Together" Yakima, WA
Contact: Mari Offenbecker (206) 461-3602

CANADA see p. #7

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Getting Ready to Say Goodbye:

Kindergarten is a Magical Year

by Elizabeth Hoy

As we charge ahead full tilt toward the end of the school year and, for many, the beginning of summer programs, it may be necessary to stop, look at, and appreciate the impending transition. How are you celebrating this transition? Elizabeth Hoy is a kindergarten teacher at Edina Kids Club, Edina, MN. She shares with our readers her experience with appreciating this transition and the magical nature of kindergarten.

Right before our eyes:

Once clumsy fingers that had struggled with laces, zippers and markers are now performing and creating with ease.

The same tearful child that on the first day built around himself a protective barrier of silence and solitude now surrounds himself comfortably with a collection of new friends.

The words "mine" and "me" are slowly but surely being replaced by "ours" and "us".

I have witnessed more "magic" in the past seven years than I could ever hope to accurately recount. I'm sure anyone who has worked with (or lived with) a kindergartner for any length of time has been enchanted in the same way.

Last March, one of my kindergartners was having a very hard time "getting happy again" after the death of a grandparent. The weeks following the funeral were difficult for him. Tearful outbursts became commonplace as the painful memories continued their course through Jonathan's heart and soul.

The others responded with empathy; always with hugs, pats on the back, kind reassurances; often with the innocent candor that seems unique to children this age:

"I'm sorta gettin' sick of you crying all the time but that's O.K." (pat, pat, pat).

After many tearless days and what appeared to be a full recovery, we were surprised once again by a suddenly tearful child. As the group huddled around him, one child said, "We already helped you with this problem. Why can't you just forget about it?" In immediate defense of her suffering friend, one little girl validated his pain with a providential blend of child logic and adult wisdom that left me momentarily speechless: "Haven't you ever heard of something called wemembewing about it?! Evwebody has their own stwuggle." Indeed everybody does.

"Yes," I replied, wanting to cement this very important lesson of life, "in fact, even grown-ups, even teachers, even I have a struggle (or two), and with this very trustworthy group of friends I was able to articulate for the first time my struggle with endings. I described the sadness I feel not only at the end of someone's life, but at the end of a great vacation, end of summer, end of a year and sometimes even the end of a really good day!

From that day forward, I had a new appreciation for the special way that the burden of struggles and the joy of letting them go is shared within a group like this. Children bring to their world a capacity for empathy, understanding and sheer joy that is a part of their unspoiled legacy.

The last day of the school year was celebrated with a great deal of fanfare; a picnic on the lawn, balloons everywhere, a band, moms and dads and a sing-a-long led by Mr. Jim! I sat next to one of my kids, enjoying the music, the sunshine and one of our last events together.

Suddenly I found myself "all choked up". Perhaps it was the togetherness that this gathering represented or maybe just all the la-la-la-ing we were doing; I'm not sure. Sensing the change in my tempo, the little person beside me put her sandwich down and asked, "Elizabeth, is this an ending?"

"Yes," I stated matter-of-factly, "I guess it is." Then a sticky little hand wrapped its fingers tightly around mine. I can't remember a time when my heart was so full.

Magic. Pure, un"adult"erated magic.

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Mark Your Calendars

NSACCA Goes North in '93

No Nat'l Conference in '92

The National School-Age Child Care Alliance (NSACCA) has selected St. Paul, Minnesota, April 29-May 1, 1993 for its fifth annual conference.

Moving the conference to the spring means there will be no national school-age conference in 1992.

The spring conference will be the first time NSACCA (and the School-Age Interest Group which was its predecessor in the 1980's) will meet separate from NAEYC's (National Association for the Education of Young Children) annual conference.

The move to a separate conference allows better conference planning as the conference grows in size and will save money for both participants and the Alliance. It will be able to tie in with Alliance members' state conferences rather than being over shadowed by the 20,000 participants at NAEYC.

Moving to a spring date rather than fall date gives more flexibility in setting dates. It allows Board members, who pay their own way to Board meetings, to use the NAEYC Conference as a mid-year board meeting since many Board members already attend NAEYC.

The Board reiterated that moving the conference away from NAEYC's conference was only a physical move and not a philosophical one. NSACCA plans to remain visible in several ways at NAEYC in New Orleans, November 12-15, 1992.

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New Format

Dear Rich,

Hi, I just wanted to let you know I'm very pleased with SAN since we chatted last fall at the Seattle Workshop. SAN has a good mix of administrative and direct program topics. The layout, use of color, italics, and print variety is great; it makes for easy reading despite fewer pictures.

The curriculum corner and the activity page are big hits with our site leaders.

As for all the issues being late—keep on trekking—things will get caught up! I love getting a newsletter every month no matter what month it says it's for.

Also, thanks for offering the back issues. I ordered the complete set. I'm going to put them in bright binders and put them in our curriculum library. Have you ever thought of offering an index?

Once again, thank you for listening. It's not too often someone writes my name and ideas in their calendar book! Keep up the terrific work—it is really invaluable.

Pam Sipos
YMCA of Snohomish County, Everett WA

Pam - Thanks for your patience, suggestions, and words of encouragement. We do have an index for the first five years 1980-85 which is available upon request. At this time an index is not available for the back issues 1985-1991 that you bought but it is a great idea that we will look into. - Rich

Other Comments

—I'm really enjoying the monthly issues. Congratulations! *Mary Ellen Savarese, Kensington MD*

—Keep up the good work!! *Lois Nuss, Salem OR*

What would you like to see in School-Age NOTES? Let us know what we should keep and what we should add or change.

Early Adolescents

Dear Mr. Scofield,

Please send me any articles on providing programs for young adolescent school-agers. I am interested in activities and experiences with different styles of providing "care".

We are licensed to serve 5-15-year-olds, but our 12-year-olds are getting restless. We are also getting requests for programs for the 12-14-year-olds. We have not yet extended our program to include that age but would like to do so next year.

Any assistance you can offer would be appreciated.

Sine Pounder, Director
Quincy After School Day Care, Inc.
Quincy, MA

Sine Pounder - I have forwarded some past articles from SAN. I would recommend to all interested in programs for older school-agers to contact: Center for Early Adolescence, D-2 Carr Mill Town Center, Carrboro NC 27510 (919) 966-1148. Particularly helpful is 3:00 to 6:00 PM: Programs for Young Adolescents *which outlines the 7 needs of young adolescents that programs should meet and describes 27 different programs across the country.*

I have found that while there is a demand from parents and the community for programs for middle school and junior high children and youth that there is a disturbing failure rate of these programs. SAN will cover this in a future issue. - Rich Scofield

SAC Makes S-E Conference

A newsworthy item . . . submitted by Barbara Dubovich, Camp Fire, Anchorage, Alaska . . .

Did you hear about it? . . .

A School District Conference on Self-Esteem where students, educators, child care professionals, parents and other community members came together to explore the significance of self-esteem on one's success and that of our children through workshops on personal growth, curriculum, mental health issues, school reform approaches, and . . . could it be? . . . **School-Age Child Care!**

It happened in February in Anchorage, Alaska! ! ! Linda Sisson, Program Director of Edina's KIDS CLUB, presented along side other nationally recognized presenters such as Nathaniel Brandon, Nancy Curry—author of the NAEYC publication on self-esteem, Vicki Stewart from the TRIBES Program and Thomas Moore, the musician we saw at the NSACCA Conference in Denver.

Imagine that! A School District Conference on Self Esteem that included School-Age Child Care as a significant part of a child's life!

39 Activity Ideas are in this issue. Can you find them all?

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SAC Professional Preparation: Where do we fit in the Early Childhood Career Lattice?

Part 2

by Rich Scofield

The March issue of SAN introduced the professional development crossroads school-age care has reached related to the how, the where and the what of school-age professional development. An open workshop to explore this issue will be conducted at three national conferences by members of the National SACC Alliance.

These brain-storming/information workshops are titled "School-Age Care Professional Preparation: Where Do We Fit in the Early Childhood Career Lattice?" The first will be in Los Angeles, June 5, 1992 (see conference info on this page) conducted by Susan O'Connor, SACC Project, Wellesley, MA and Rich Scofield, School-Age NOTES and NIECPD advisory panel member. Similar workshops will be conducted at NAEYC, New Orleans (tentatively Thursday, November 12, 1992) and NSACCA, St. Paul, MN April 29-May 1, 1993.

The impetus for this examination of our professional development is the new National Institute for Early Childhood Professional Development (NIECPD) which was established last fall by the National Association for the Education of Young Children (NAEYC). The September, November, January, and March issues of *Young Children* have had articles about the Institute, its mission, and its vision.

"The overarching goal of the Institute is to achieve a coordinated, articulated professional development system for individuals who care for and educate children from birth through age 8."

Activity strands for the professional development system will include:

1. Standard-setting
2. Program review
3. Information dissemination
4. Leadership development

Issues for SAC

1. A central issue for the SAC community will be whether professional development should come under the auspices of the early childhood profession. The paradox this presents was discussed in the March issue.

2. What form should it take? - a general child care or youth worker certificate with a school-age component? two-year degree? four-year degree? separate, special certification similar to the three-year program in Denmark for the "fritidshem" (free-time home) workers? an apprenticeship model? credentialing by a national youth serving organization?

It is time for the school-age care "step-child" mentality to be dropped and for SAC to become a full member of the blended child and youth serving family.

3. It is clear that SAC should always be recognized professionally. An estimated 20-30% of child care centers serve school-agers. It is up to us to make sure that it is not assumed that child care refers to preschool. It should be our mission to ensure that every time and every place "child care" is mentioned that school-age care be a part of that. Conferences for early childhood professionals, resource and referral organizations, recreational associations, education groups and AEYC's would have SAC workshops. Every child care, recreation, and community education course would have a section on SAC. Every child care resource and textbook would have a SAC chapter. Every child care degree program would have a SAC course. It is time for the school-age care "step-child" mentality to be dropped and for SAC to become a full member of the blended child and youth serving family.

Instructors of SAC courses and others interested in SAC professional preparation - Will you be in L.A. June 3-6?

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Two SAC Advocates Run for NAEYC Board

NAEYC (National Association for the Education of Young Children) will elect Governing Board members in May. Two nominees are strong school-age care advocates.

M.-A. Lucas is Chief of Army Child Development Services, Alexandria, VA. She has been at the forefront of school-age care issues within the Army's child and youth services and has served on Project Home Safe's Steering Committee for the development of the national Quality Criteria for School-Age Child Care Programs.

Patricia A. Phipps is President of the Institute for Child Care Professionals, Houston, TX. She was formerly with the Houston Committee for Private Sector Initiatives which developed after school programs in the city schools. Pat was a founding Board member of the National SACC Alliance.

1061

Rain Game

(indoors)

The purpose of this game is to create the sound of a rainstorm.

Players stand in a circle. The leader starts by rubbing hands together. The player to the right copies the motion, followed by the player to his right and so on around the circle. When all are rubbing hands together, the leader introduces a new sound—snapping fingers, but each player must continue the old sound until it is his turn to start the new one as the new sound passes one by one around the circle. After finger snapping, the next sound is thigh slapping and finally foot stomping. To end the rainstorm the leader reverses the sounds—from foot stomping, to thigh slapping, to finger snapping to hand rubbing. The last sound will be the silence as one by one the players stop rubbing hands.

from *The Incredible Indoor Games Book* by Bob Gregson, available from School-Age NOTES for 14.95 (13.95 for subscribers), plus shipping.

Twenty Questions

(indoors)

This is a good transition activity when waiting or when on a long ride because it doesn't need any physical space, materials or equipment. Activities like this, that work well in transition periods, should be saved for just those situations and not worn out.

The player who is "it" thinks of a well known person, place or thing and tells the players whether it is "animal", "vegetable", or "mineral". Each player in turn may ask "it" a question to be answered "yes", "no" or "maybe". One player should keep track of how many questions are asked. If a player guesses the mystery subject, that player becomes "it", but if the group cannot guess after 20 questions, "it" is the winner and may choose the next "it".

from *Kids' America* by Steven Caney, available from School-Age NOTES for 13.95 (12.95 for subscribers), plus shipping.

The Pretzel

(indoors, 10-20 players, ages 7 and up)

Players form small circles of 8-10 for each pretzel. One player in each group volunteers to unscramble the pretzel, and leaves the room while the pretzel is being formed. To form the pretzel, players form a circle with hands joined and then step over their joined hands, crawl under their joined hands and so on. Then the unscrambler comes back in and moves the players about to restore them to the original circle—but without causing them to drop hands in the process.

from *Great Games to Play with Groups* by Frank W. Harris, available from School-Age NOTES for 8.95 (6.95 for subscribers), plus shipping.

Clothespins in the Bottle

(1 or more players, ages 5 and up)

This is the old clothespin in the milk bottle game. If you lack milk bottles and clothespins, improvise. Make a line with tape or chalk about 3" from the bottle. Players put their toes on the line, stand up straight, hold the clothespin level with their chin, and drop the clothespin into the bottle. Give each player the same number of chances. The player with the most pins in the bottle wins.

from *Simply Fun!* by Patricia Zatopa, available from School-Age NOTES for 7.95 plus shipping.

Tops

Cut a circle 4" in diameter from cardboard. Color a design on it with crayons or markers. Push a short (used) pencil through the center of the circle to make the top. Spin it on a piece of paper and see the designs it makes.

from *Sticks & Stones & Ice Cream Cones* by Phyllis Fiarotta, available from School-Age NOTES for 9.95 (8.95 for subscribers), plus shipping.

Grow a Crystal Garden

You will need:

- a pie tin
- pieces of charcoal
- 1/2 cup water
- 1/2 cup salt
- 1/2 cup liquid blueing
- 1 cup ammonia
- food coloring
- mixing bowl and spoon

Put the pieces of charcoal in the pie tin. In the bowl mix the water, salt, blueing and ammonia. Pour the mixture over the charcoal, so that all the charcoal gets wet. Add a few drops of food coloring over the charcoal but do not use red. The garden should grow crystals by the next day.

from *I Can Make a Rainbow* by Marjorie Frank, available from School-Age NOTES for 16.95 (14.95 for subscribers), plus shipping.

Mouse Trap

Four or five players make the mouse trap by holding hands to form a circle. The player chosen as the cat pretends to be asleep, facing away from the trap. The other players are the mice. The mice run in and out of the trap and the players making the trap raise their arms to permit it. Suddenly the cat shouts "Snap", and the trap closes catching the mice who are inside. Those mice become part of the trap and the game continues with the trap getting larger and larger until only one mouse is left. That mouse is the winner.

from *The Outrageous Outdoor Games Book* by Bob Gregson, available from School-Age NOTES for 14.95 (13.95 for subscribers) plus shipping.

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$13-25	3.50
$26-50	4.50
$51-75	5.50
Over $75	add 8% of book order

	Monday	Tuesday	Wednesday	Thursday	Friday
SHOWERS	How is rainfall measured? Make your own rain gauge. Compare your findings with those published for your area.	How is snow measured? How many inches of snow does it take to equal 1" of rain?	What causes the dew at night? Where does the water come from? Can you measure the dew? How can you tell when it will be heavy?	What does the meteorologist mean by high pressure and low? How does it help predict the weather?	Visit a meteorological station or invite a meteorologist to visit you.
FLOWERS	Look at a seed and bulb catalog. What kinds of flowers can be planted now to bloom in summer? What date is it safe to plant in your area?	Get permission to plant. Observe your spot through the day to decide if it is "full sun" or "partial shade."	If space permits include plants that bloom in each season – spring, summer and fall. Plan where to plant with taller plants in back.	Prepare your plot for planting. Will you plant seeds or bedding plants, or some of each?	Work out a schedule and sign-ups for watering and weeding. Learn to recognize your flowers by the foliage.
CARTOONS	Read the cartoons for a week. Which is your favorite? Draw your own strip based on a character you create.	Some cartoons are just for fun. Some try to persuade. Use a cartoon to remind people to conserve water.	Make a cartoon series to tell others what you like best about your program or what you plan for summer.	Caricature is a form of cartoon which exaggerates certain features. Look at editorial cartoons. Do you recognize the President?	Draw a caricature of yourself. What features will help others recognize that it is you?
JR. CHAMBER OF COMMERCE	Why is tourism important to your city or county? What do the tourists come to see?	Visit one or more of your local tourist attractions.	Make a map of your area showing locations of tourist attractions – possibly a walking tour of a few blocks or an auto tour.	Design a brochure with descriptions and illustrations of your area's tourist attractions.	Write for tourist information on another city or county you might like to visit sometime. How is it different from your area?
STRING	Make a spinner with a piece of string, a weight such as a button or metal washer, and a crepe paper streamer. Swing it in a circular motion.	Play cat's cradle or try out yo-yo's.	Cut a 12" piece of heavy string or twine. Unravel all the strands and lay them end to end. Measure how far they stretch.	Draw a simple design on paper. Glue colored string or yarn along the lines. Dry. Glue another row and another.	Try macrame or use a hanger with different lengths of string to make a mobile.
EARTH	Plan a "We Need a Neat Environment" day.	Decorate paper lunch bags to use as car litter bags.	Let the faucet drip into a container. After 20-30 minutes check to see how much water you caught.	Have snack or a picnic lunch together outside.	Weigh how much food is thrown away in the cafeteria or from bag lunches in one day.

Washington Notes

by Charles Pekow

Charles Pekow is the Editor of "Day Care USA." This report was written especially for SAN readers.

The high profile legislative battles this year don't seem to involve school-age care directly. (Although, as reported in the February issue, the **Dependent Care Block Grant** is not completely safe from being cut.) The largest budget increase for child care programs in Fiscal Year 93 will certainly go to Head Start. Congress is also reauthorizing the Higher Education Act, which provides scholarship money for training school teachers and early childhood educators.

Though school-age care isn't directly involved in the high profile battles, school-age providers relying on federal funding still have a large stake in the congressional appropriations process this year. The Bush administration has proposed spending figures well below authorized levels. Some Democrats in Congress want to increase the spending figures. But first, they have to get guidance from the congressional budget resolution. And the signals so far aren't entirely encouraging.

The House Democrats don't have enough votes to pass an amended budget act so they keep putting off the vote.

Congress is currently debating legislation that would break current budget law, which sets different spending ceilings for defense and domestic programs. The legislation would allow some of the money to be cut from the defense budget to be used for domestic programs, including child care. Otherwise, the savings would be used to reduce the federal deficit. The House, meanwhile, passed a FY 93 budget plan (H. Con. Res. 287) with two contingencies: a more generous Plan A if the transfer from defense is allowed, and Plan B if it isn't. While Plan A allows more spending than the President requested, it wouldn't allow as much as authorizing legislation permits. And Plan B merely approves the President's requests for some programs, but rejects his call to cut many of them. It doesn't specifically address the smaller programs, such as the **Dependent Care Block Grant** (DCBG). Historically, the Reagan and Bush administrations have tried to cut back on or kill many of the programs, and Congress has ignored the calls.

So the outlook is really up for grabs. Here's a rundown on how specific programs stand:

- **DCBG: The Dependent Care Block Grant is the school-age field's main source of training and expansion money.** As previously reported, the administration has proposed terminating the program, which is authorized at $20 million and was funded at about $13.3 million the last few years. The administration argues that the program merely duplicates the work of other programs, specifically the Child Care & Development Block Grant (CCDBG). "I am not in agreement, " stated Rep. Matthew Martinez (D-CA), chairman of the House Education & Labor Subcommittee on Human Resources. "You are robbing Peter to pay Paul."

- **CCDBG:** How much school-age care benefits from this program is determined by each state's individual plans. This program would get an increase of about 3% over the FY 92 level, from $825 million to $850 million, about enough to keep up with inflation, under the Bush plan. The House budget plan would give it about 3% more, to $875 million. $825 million is authorized. Under all scenarios, the money wouldn't become available until the last day of the fiscal year, as has been the case since the program began.

The House Democrats don't have enough votes to pass an amended budget act so they keep putting off the vote.

- **Social Services Block Grant:** Both the administration and House would fully fund the appropriated entitlement at $2.8 billion. The House budget, though, would approve $300 million more if pending legislation to allow it passes. The Family Preservation Act working its way through the House committee maze would increase the program to $3.1 billion in FY 93 and $3.2 billion in later years.

- **Child Care Licensing & Improvement Block Grant: This program, authorized at $50 million, appears in the biggest danger.** Congress created this new program in the same legislative package as CCDBG and the At-Risk Child Care program as a successor to a similar three-year program created by the Family Support Act (FSA) of 1988 that expired in FY 91.

States could use the money for improving their regulation of child care programs and training providers. Both houses of Congress initially planned to fund the program for FY 92 but zeroed out the money in conference to bring the overall appropriations bill for the Department of Health and Human Services within budget limits.

Conferees decided to cut this program rather than CCDBG because legislation allows states to use CCDBG money for licensing and training purposes. But states are hampered in their ability to do so because interim CCDBG regs require states to spend at least 85% of CCDBG money on direct services in the first two years, and overcoming precedent proves difficult. Just as Congress is reluctant to cut programs when the administration suggests it, the legislature is equally reluctant to fund programs it declined before. Recall that a special program to provide child care subsidies for parents attending college or graduate school wasn't funded its first year — or in any year since. But overcoming precedent isn't impossible — recall that Congress declined to fund **DCBG** its first year — but did every year since after major lobbying by child care advocates. It never came close to the fully authorized level, though.

- **At-Risk Child Care** for families in danger of falling on welfare without child care subsidies: $300 million, the maximum authorized.

- **Job Opportunities and Basic Skills Training** child care: $325 million for families in workfare programs.

- **Transitional Child Care:** $56 million to pay day care costs on sliding fee scales for families leaving welfare. The program has thus far fallen far short of expectations — only about 46,000 children were on it last August whereas the Congressional Budget Office had originally expected 280,000 would be by then when the measure was created in 1988 as part of FSA. According to testimony at a congressional hearing last December, reasons given for the program's failure included complicated regulations and bureaucracy and the fact that many parents and caseworkers still didn't know about it.

Still, Congress has an opportunity to increase federal spending on workfare-related child care this year. Sen. Daniel Patrick Moynihan (D-NY), a chief architect of FSA has introduced the Work for Welfare Act of 1992 (S. 2303) which would remove the cap on federal spending for welfare reform. Under the bill, as long as states don't cut their spending on workfare child care (the programs require a match of about 50%), the federal government would pick up 100% of the rest of the tab for eligible individuals. Moynihan said this would increase federal day care support by $1.4 billion.

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4-H SAC Manuals

The Univ. of Calif. Cooperative Extension has produced four manuals for sale. Each is in a 3-ring binder with the first part of title being: ***4-H School-Age Child Care Program***. The manuals are described here by their sub-title:

- ***MANAGEMENT MANUAL*** - Over 100 pages of school-age care information covering topics such as child care needs, designing a program, business operations, managing a program, discipline, developmental needs of school-age children, snacks, and scheduling. Many of the materials are reproducible forms. (revised 6/88) $15 plus $2.50 S&H

- ***CURRICULUM MANUAL I*** - Information on developing curriculum for school-age after school programs as well as seventeen weeks of complete lesson plans. Each weekly theme includes teacher background information, theme activities, and student handouts. Theme weeks cover such subjects as Science Exploration and Technology; Life & Leisure Skills; Animals Around Us; Energy Exploration and Conservation; Foods and Nutrition; and Natural Resources and Ecology. $20 plus $2.50 S&H

- ***CURRICULUM MANUAL II*** - Information on working with mixed age and ability groups in child care settings and twenty-one weeks of complete lesson plans. Weekly themes cover subjects in Creative Arts and Crafts; Foods and Nutrition; Plant Science and Exploration; Recreation and Leisure Time; and Seasons and Weather. $20 plus $2.50 S&H

- ***FACILITATOR'S GUIDE*** - Designed for the school-age care administrator, this Guide includes eleven "in-service" sessions for training staff and others in the topics covered in the Management and Curriculum Manuals. Many reproducible forms and overheads are included. (Revised 3/89) $10 plus $2.50 S&H

MAKE CHECKS PAYABLE to "Regents - University of California" **ORDER FROM** Calif. 4-H School-Age Child Care Program, 11477 E Ave., Auburn CA 95603 (916) 889-7385

FREE Olympic Day Manual

We just received a press release on this and have not received a copy to review but it sounded so good we wanted you to be able to get a copy while they last. We think it would make a great idea for summer planning.

The U.S. Olympic Committee has two free resources that are essentially the same in content and purpose. Teachers and administrators should use *OLYMPIC DAY IN THE SCHOOLS*, and recreation or youth directors (and SAC programs) need to order ***OLYMPIC DAY FOR YOUTH.***

OLYMPIC DAY FOR YOUTH gives you everything you need to organize your Olympics whether for one day, a week, a month or longer. •Instructions for conducting opening & closing ceremonies, music for Olympic hymn, sample letter to parents, suggestions for events, description of committees needed and their responsibilities. •Activities for integrating science, social studies, art, health, music, dance, drama and more. •Olympic history, philosophy, meanings of symbols etc. •Each notebook has drug education materials, list of films and videos available through USOC film library, and even a poster for your Olympic Day program.

The ***OLYMPIC DAY FOR YOUTH*** 126 page notebook is provided free by the USOC. You pay only a small **shipping and handling fee of $5.** Orders are to be paid by CHECK ONLY - no cash, purchase orders, or credit card orders will be accepted. **Order from:** Human Kinetics Publishers, PO Box 5076, Champaign IL 61825 (800) 747-4457.

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Kids with Courage:

True Stories about Young People Making a Difference

By the same author as *The Kid's Guide to Social Action*, Barbara A. Lewis shows even young people can do things to make the world a better place. The stories provide positive role models as young people take social action, fight crime, help the environment and perform heroic acts. This book can be read on its own or used in a group setting along with *A Teacher's Guide To Kids with Courage*. The teacher's guide is designed to turn each story into a short course on problem-solving, self-esteem, and the power young people have to make a difference.

Kids with Courage is $10.95, the *Teacher's Guide* is $5.95, plus $4 S&H and available through Free Spirit Publishing, 400 First Avenue N., Ste 616, Minneapolis MN 55401 (800) 735-7323. ◆

Family Day Home Resources In Spanish

The California Child Care Initiative Project provides a bibliography of Spanish-Language Family Day Care Training materials. These resources are for the recruitment and training of Spanish speaking family day care providers. For information contact California Child Care Resource and Referral Network, 111 New Montgomery Street, 7th floor, San Francisco CA 94704 (415) 882-0234. ◆

Laughing Together:

Giggles and Grins from Around the Globe

This book has been published in cooperation with the U.S. Committee for UNICEF and is a collection of children's jokes, rhymes, tongue twisters, riddles, puzzles, and short tales from six continents including nearly 100 countries. The author, Barbara K. Walker, has collected the material through years of travelling, sharing jokes and stories with children, letter-writing, and excerpting from foreign children's magazines. Though the material has been translated into English, side-by-side samples of the original language are often included. *Laughing Together*, $12.95 plus $4 S&H, is available from Free Spirit Publishing, 400 First Avenue N., Ste 616, Minneapolis MN 55401 (800) 735-7323. ◆

Summer Crafts

FREE catalog - 1001 Crafts
Contact: J&A Handy-Crafts, 165 S. Pennsylvania Ave., Lindenhurst NJ 11757 (516) 226-2400 Get orders in early to avoid the seasonal summer rush. ◆

See page 7 for more resources.

SAC CONFERENCES

OKLAHOMA May 1-2, 1992
OK SACC Conference - Keynotes: Rich Scofield and Tracey Ballas, Oklahoma City OK
Contact: LuAnn Faulkner (405) 521-3561

CANADA May 22-23, 1992
Out-of-School Conference; Edmonton, Alberta
Contact: Margaret Eastwood (403) 462-5615

NORTH CAROLINA May 2, 1992
Metrolina Alliance of School-Age Professionals
Charlotte, NC
Contact: Karen Callahan, (704) 376-6697

KANSAS May 16, 1992
Kansas AEYC School-Age Child Care Committee
Shawnee North Community Center, Topeka, KS
Contact: Diane Purcell (913) 232-1603

PENNSYLVANIA May 20-21, 1992
PA Northeast Region School-Age Child Care Conference; Bethlehem, PA
Contact: Julie Plater (215) 691-1819

PENNSYLVANIA July 10-11, 1992
Lancaster YWCA 7th Annual School-Age Child Care Conference; Lancaster, PA
Contact: Nancy Graupera (717) 393-1735

KENTUCKY July 12-17, 1992
5th Annual SACC Leadership Institute; Berea, KY
Contact: Ruth Fitzpatrick (502) 564-3716

WASHINGTON July 24-25, 1992
Statewide School-Age Child Care Conference
Yakima, WA
Contact: Mari Offenbecker (206) 461-3602

GEORGIA September 19-20, 1992
Statewide Conference; Atlanta, GA
Contact: Anne Bramlette (404) 373-7414

OREGON September 26, 1992
Oregon School-Age Child Care Alliance; Albany, OR
Contact: Colleen Dyrud (503) 378-5585

TEXAS October 24 and 25, 1992
Texas Association for School-Age Care; Dallas, TX
Contact: Nancy Baker (512) 440-8555

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School-Age NOTES

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Programs Gearing Up For Summer

by Elizabeth Hoy

photo by Nancy P. Alexander

Summer programs provide not only structured activities but also time to be with friends.

The longer days and lazy weather of summer offer a change of pace from the school year and afford opportunities for exploring certain interests in more depth. A theme helps with organization.

For example, "Sail Into Summer at St. Nicholas" is the theme for the Summer Program and Summer Enrichment Classes of St. Nicholas School, an independent day school in Chattanooga, TN.

Summer Enrichment Classes include in June: Music Camp, Swim or Sink, Children Around the World, Magnificent Myths & More Keyboarding, and in July: Art and the Imagination, Junior Architects, Circus Camp and Swim or Sink.

Summer Program is for Sailors (ages 4-6), Pirates (ages 7-9), and Cool Kids (ages 10-13). Sailors in the Summer Program enjoy a variety of activities planned around a weekly theme. These activities include large and small motor skills, arts and crafts, cooking, field trips, and both indoor and outdoor play. Field trips are tied in with the weekly themes and cost an additional $5 in-town or $10 out-of-town.

Pirates also have field trips related to weekly themes, such as oceanography, astronomy and the art of being a swashbuckling pirate. The program at all three levels culminates in a camping trip.

Cool Kids is a leadership program. The participants take field trips twice a week to universities, government institutions, and other stimulating locations. Each participant gets involved in computer and cooking classes, environmental community service projects and swimming and lifesaving skills programs.

Thus, summertime programs offer both lazy leisure time activities and the opportunity to develop skills through daily experiences. ❧

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Last Minute Check List for Summer

☐ First-aid box is re-supplied (see p. 6).

☐ Develop traveling first-aid kit for trips, walks to the park, etc.

☐ Brief staff on emergency procedures including accidents and injuries, transportation breakdowns, lost children, late arrivals for trips, etc.

☐ Explain emergency procedures (e.g. fire drill) and day-to-day summer procedures.

☐ Update emergency phone number and medical information on children and staff.

☐ If sack lunches will be necessary, let parents know what, when and some appropriate items to include and those to keep at home e.g. bottles, perishables.

☐ Prepare environment (rearrange old activity centers, develop new ones, gather rest-time equipment).

☐ Double check teachers' schedules and children's day. ❧

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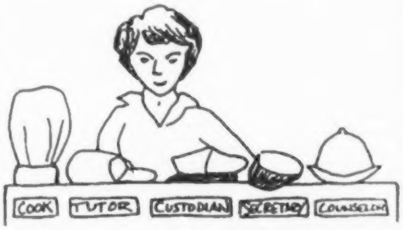
7 Essential Principles and Elements of School-Age Care

With the approach of summer, parents again face the recurring ritual of child care choices. This is what parents will be looking for in your summer and after school programs.

Quality school-age care programs are tailored to the changing characteristics and needs of the children they serve. Professionals who operate the programs recognize these developmental changes and use them as positive opportunities to expand children's experiences.



1. Staff are resourceful, caring people who understand the important role that adults play in school-agers' lives.

2. Programs take into account that peer relationships are increasingly important to school-age children.

3. Programs use both mixed-age and same-age groupings for their activities.

4. Most activities and experiences are child-selected, rather than staff-selected. Schedules are flexible, and required participation in activities is limited.

5. Programs use positive guidance and discipline methods, rather than punishment, to help school-agers develop self-control and learn to behave appropriately.

6. Space is appealing and flexible. It can be used for different kinds of activities and different sizes of groups.

7. Programs provide a wide range of activities and experiences that contribute to all aspects of a school-ager's growth and development by:

- fostering a positive self-image and a sense of independence
- encouraging children to think, reason, question and experiment.
- enhancing children's physical development, encouraging cooperation, and promoting a healthy view of competition.
- encouraging sound health, safety and nutritional practices and the creative, wise use of leisure time.
- generating an awareness of the community at large and creating opportunities for children's involvement in it.

These seven principles are from a resource for parents, "Matching School-Age Child Care with Your Child's Needs" from Project Home Safe of the American Home Economics Association. Single copies are FREE and photocopies are permitted for distribution. Also available from the same address are: Developmentally Appropriate Practice in School-Age Child Care Programs *and* Quality Criteria for School-Age Child Care Programs. *For all three of these write to:* AIS-Whirlpool Corp., Box 405, St Joseph MI 49085.

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Don't Ask Why — Ask: What's This Kid After?

Cheryl, the school-age care worker, is explaining a new indoor game to a group of 7, 8, and 9 year olds. Eight-year-old Troy keeps jumping up trying to touch the low hanging ceiling, shouting, "I touched it!" each time. Why does he do that? Cheryl asks herself, totally bewildered by Troy's frequent disruptive behaviors.

Troy is an active, smiling, exuberant child. But over and over Cheryl finds herself annoyed by the things Troy does. She is puzzled by what to do. It seems like the more she shows her true feelings of annoyance and the more she tells Troy to behave, the more he misbehaves.

"Don't ask why," advise the authors of *MISBEHAVIN': Solving the Disciplinary Puzzle for Educators*. "Adults in our society waste a great deal of time, energy and creativity by overusing the three-letter word 'why'. Teachers and parents are especially addicted to 'why' . . .When we ask 'why', we are admitting our bankruptcy as mature, perceptive, problem-solving adults. As soon as that three-letter word rushes out of our mouths, children know we're in quicksand, on a dead-end street. And since adults usually whine the word 'why', double euphoria and an immediate sense of power are experienced by children . . ."

Instead, they suggest substituting, "What is the child after by doing what they just did?" Through practice (and it will take much practice to give up the futile "Why?"), asking what the child's purpose is, will refocus toward an action plan. Dubelle and Hoffman (authors of *MISBEHAVIN'*) assert that there are really only four goals of misbehavior:

1) Attention-Seeking; 2) Power and control; 3) Revenge; 4) Withdrawal and escape.

So, what was eight-year-old Tony after by jumping to touch the ceiling and shouting out in the middle of Cheryl's instructions? Sometimes it's difficult to tell whether the action is attention-seeking or power-grabbing. According to *MISBEHAVIN'*, the best way to tell the difference is by our reaction to the misbehaving. Attention-seeking behaviors usually elicit feelings of annoyance and irritation. Power-grabbing produces feelings of anger and extreme frustration. Cheryl was annoyed; Troy seeking attention (not in positive acceptable ways, but through negative behavior).

What can Cheryl do? Several options are:

* React to Troy's behavior in calm, even manner (this includes facial and body gestures and voice tone). Avoid sarcasm, frustration, anger, irritation, and yelling in body and verbal language directed to Troy. Be matter-of-fact.

* Give notice to Troy: "Troy, you'd like me to ask you to stop that?" then give attention back to the group.

* Give positive attention to Troy. "Troy, you can jump quite high. Come help me show this part of the game where high jumping is needed."

* Show you care about Troy (even if you don't like him, you are concerned about his general well-being). To show care often takes extra effort with a school-ager who is frequently misbehaving and whom you dislike. Therefore, a plan of action is needed: Plan to say three positive comments to Troy each day. At first, Troy may react negatively and then confused but soon he'll be smiling his appreciation.

* Hang in there! The road is not easy with misbehaving kids on it.

Adapted from Misbehavin'. *Available from Technomic Publishing Company, Inc., 851 New Holland Avenue, Box 3535, Lancaster, Pennsylvania 17604. This article originally appeared in the May/June 1989 issue of School-Age NOTES.*

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San Francisco, CA 94105
415-957-9775

Ruth Fitzpatrick
502-564-6117

Relays

- **EGG ON A SPOON**
- **POTATO BETWEEN YOUR KNEES**
- **LIFESAVER ON A TOOTHPICK**
- **ORANGE UNDER THE CHIN**
- **3-LEGGED RACE**
- **SACK RACE**
- **PASS A BALL OVER AND UNDER**
- **SOCCER KICK RELAY**
- **BEANS ON A SPATULA**
- **WATER IN A SALAD BOWL**

- **MASTER OF DISGUISE RELAY**

Take the hat, overcoat, glasses, and so on out of the suitcase, put them on, run to the goal and back, take off the disguise, put it back in the suitcase, and pass it to the next player.

Water

BOAT RACES

Provide materials for making boats — styrofoam meat trays or egg cartons to cut up, sucker sticks, toothpicks, markers, colored paper, glue.

Race boats in creek, an inflatable wading pool or a tub of water. Creek boats will float with the current, but boats in a pool or tub will need windpower. Hold eliminations like a tournament to give everyone a turn to use the tub.

WATER BALLOONS

Use water balloons in place of balls for an over and under relay.

Pair off. Line up in a double line, partners holding hands. Drop hands and face one another. Each partner takes two steps back. Each set of partners will toss a water balloon between them. After the first toss, the partners each take one step back. Keep those lines straight. This measures an equal distance between each set of partners. After each toss, partners take a step backward. The partners whose balloon holds up longest win.

WATER RELAY

The object is twofold: to finish first and to transfer the most water. Water may be carried in a plastic teacup or small disposable cup. The player runs to the far end of the field, fills his cup from a pail there and runs back to his team, empties the cup into a container with measurements marked on it, and hands the cup to the next player.

Variations: the cup must be passed down the team line before being emptied into the container, or each team member may be given a cup and the water is poured from cup to cup before being emptied into the container.

Sand

Provide an enclosure for sand outdoors. Just boards to keep it contained will do, but a cover will be needed, possibly chicken wire or other fence wire fine enough to keep out animals. It must also be possible to wet the sand as needed. Provide small toy trucks, cranes, and shovels and also doll dishes, patty pans and molds.

Possibilities with sand:

- sand castles and other construction
- learning dry measurement
- making sand candles or sand casts
- making a relief map

Bubbles

For one quart of bubble solution mix one quart of water with 8 tablespoons of dishsoap and 6 tablespoons of glycerine.

Tents

- a cardtable and a blanket
- a clothesline and a bedsheet
- a family camping tent

A Circus

A circus may be a fund-raiser for a trip, camp, or service project; or a circus may be just for fun.

GYMNASTICS

Get a physical education teacher or other qualified adult to teach gymnastic tricks, including the safety rules.

CLOWNS

Invite a Shriner to teach clown make-up. Develop clown characters and costumes. Plan some clown acts.

MAGIC TRICKS
PET TRICKS
LIVE ANIMAL TRICKS
CYCLISTS
A RINGMASTER
SIDESHOWS ☙

56 Activity Ideas

The minimum number of Activity Ideas in this issue is 56. Can you find them all?

501 Activity Ideas & Game Ideas

Since the change in September to a monthly newsletter, the last nine issues including this one and the special Bonus issue have offered over 501 ideas and suggestions for games and activities. ☙

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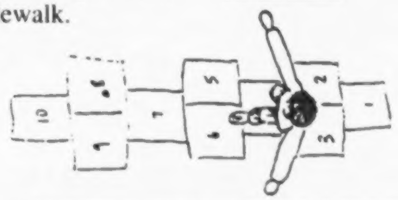
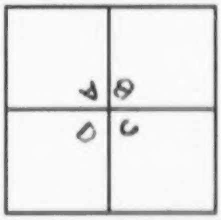
CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
DRAMATICS	Read a story and plan how to dramatize scenes from it. Don't forget the sound effects.	Take turns doing pantomimes. Let the others guess what is being enacted and who the character is (a mother, a baby, a teacher...)	How many different ways can you say the same words to change the meaning? *"He did it." "He did it."* Give each a turn; then try a new phrase. *"You moved." "He sang better."*	Use a toy phone for a prop. Let each pretend to have a conversation with someone. (Suggest situations to help if needed.)	Try to attend a play or get one on film. How is it different from a movie or a TV drama?
COLORED CHALK	Draw a mural the whole length of the sidewalk. 	Have a hopscotch tournament.	Make sand jars using salt and baby food jars. Rub colored chalk on the salt so the chalk dust will color it.	Play foursquare. 	Draw a boardgame around the sides of a square paved area. Instead of moving a tile around the square the player will move himself.
BOOKS	Invite an older adult to share a favorite book – a read-aloud story or an oral review of a read-it-yourself book.	Read a story aloud. Ask the children to think how they would illustrate it if they were the artist. Make your own drawings before viewing any in the book.	Invite the children to bring their favorite books. Let those who wish show theirs and tell why others would like them.	Have a dress-up day. Let each child dress up as a storybook character. (Costumes could also be made of newspaper and tape or staples.)	Read a make-believe story (fiction) and a true story (history or biography). How can you tell when a story is true?
SPIDERS	Only 2 spiders are poisonous – brown recluse & black widow. Learn to identify these. Now you are ready to meet the 50,000 other kinds.	Read a story about the wise and clever Ananse, a spider of Ghana, or read *Charlotte's Web* by E.B. White.	What kind of spider is kept as a pet? What spider would a gardener want a lot of? Which spider makes a home in the ground?	For a giant pretend spider web, run string like wheelspokes and then weave circles. Make spiders with 8 pipe cleaner legs.	You could also make a web by gluing string on dark paper. Make the spider and glue it on so the picture will have depth.
DRAGONS	Make a dragon out of clay. Display all the different kinds of dragons. 	See how many stories you can find about dragons.	Make a dragonfly with crepe paper or cellophane and pipe cleaners.	Create a dragon costume big enough for several children to wear.	Dragons are imaginary creatures. Make up a story about a dragon and act it out using your costume.
BEARS	Have a teddy bear picnic. 	Find out why grizzly bears are an endangered species.	Make gingerbread bears.	Learn safety rules for campsites and national parks where bears roam freely.	Read about President Theodore Roosevelt and the teddy bear.

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First Aid Kits

from Caring For Our Children, National Health and Safety Performance Standards: Guidelines for Out-Of-Home Child Care Programs, *a joint collaborative project of the American Public Health Association and the American Academy of Pediatrics*

Two readily available first aid kits shall be maintained by each facility, one to be taken on field trips and outings away from the site. Each kit shall be a closed container for storing first aid supplies, accessible to child care staff members at all times but out of reach of children. First aid kits should be restocked after use, and inventory shall be conducted at least monthly.

The first aid kit shall contain at least the following items:

a.) Disposable nonporous gloves.
b.) Sealed packages of alcohol wipes or antiseptic.
c.) Scissors.
d.) Tweezers.
e.) Thermometer.
f.) Bandage tape.
g.) Sterile gauze pads.
h.) Flexible roller gauze.
i.) Triangular bandages.
j.) Safety pins.
k.) Eye dressing.
l.) Pen/pencil and note pad.
m.) Syrup of ipecac.
n.) Cold pack.
o.) Current American Academy of Pediatrics or American Red Cross standard first aid text or equivalent first aid guide.
p.) Coins for use in pay phone.
q.) Insect sting preparation.
r.) Poison control center telephone number.
s.) Water.
t.) Small plastic or metal splints.
u.) Soap. ❧

Rate Your Summer Program

☐ Can the children plan and carry out long-term projects?
☐ Do the children have adult help when needed but can carry out projects with some degree of independence and privacy?
☐ Do the children have opportunities to test the limits of their skills and strengths in activities that have a small element of risk such as climbing trees, taking hikes, and building fires?
☐ Can children choose to do real work around the center like painting or making minor repairs?
☐ Do the children select games and activities they like, and ask and get good suggestions from caregivers as needed?
☐ Are caregivers or other adults available to show "how to" and teach interesting skills?
☐ Are activities offered that use special tools, such as woodworking and pottery?
☐ Are there opportunities to leave the center and explore the community with caregivers or to swim, bowl or participate in other activities?
☐ Are there opportunities for the children to earn money by doing chores in the community?
☐ Are there times for the children to be left on their own to find their own solutions to the "there's nothing to do" problem?
☐ Are there times for the children to be alone as well as in small or large groups?

SURVEYING CHILDREN AND PARENTS ABOUT SATISFACTION WITH PROGRAM, SUGGESTIONS, AND CRITICISMS CAN HELP STAFF EVALUATE SUMMER AND PLAN FOR NEXT YEAR. ❧

Survey On Gender Equity In School-Age Care

In its just-published report, "How Schools Shortchange Girls", for the American Association of University Women, Wellesley College Center for Research on Women found that whether one is looking at preschool or secondary education, gender inequalities persist in schools, depriving both boys and girls of the chance to develop their full potential. Despite the fact Title IX has made it illegal to discriminate on the basis of sex in educational programs since the early 1970s, girls and boys are not treated equally. For example, research shows that:

* Girls continue to receive a smaller share of educational resources;

* Girls receive less teacher attention than boys;

* Most curriculum materials do not reflect the experience or perspectives of women and girls;

* There is increasing evidence of sexual harassment of girls by boys.

There is very little information available on how school-age care programs address gender equity issues through programming and curriculum. The survey, on the opposite page, is designed to provide information on current practices and materials used by programs. Please take a few minutes to fill out the questionnaire; use extra pages if necessary. We are interested in receiving curriculum or other materials you have found useful in addressing gender equity issues. We look forward to sharing the results of the survey and a bibliography of available materials with you later this year. If you have any questions, please call Fern Marx (617-283-2558). Please tear out the survey page, or copy and mail to: Fern Marx, Wellesley College Center for Research on Women, Wellesley, MA 02181. Or if you prefer, FAX your response to (617) 283-3645. Thank you in advance for your help. ❧

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Survey On Gender Equity In School-Age Care

1. Does your program consider sex-role stereotyping and gender bias an ongoing issue of concern? No___ Yes___
If yes, how do you address these issues?

2. Does your program have written guidelines or procedures about gender issues? No___ Yes___

3. Have program staff received training around gender bias issues? No___ Yes___ If yes:

a. What format is used for this training? (Check all that apply)
Discussion groups___ Courses ___ Staff Meetings ___ Other (specify)

b. What topics are included in the training (e.g., gender-fair curriculum selection, specific psychological and physical health risks of girls, sexual harassment)?

c. What materials are used in the training? Please describe or attach a list.

4. When you and your staff are planning curriculum or program do you discuss gender issues? No___ Yes___

5. In your opinion, do the materials (including books, songs, resource materials) currently used in your program provide girls and boys with a range of role models? No___ Yes___ If yes, please describe or attach a list of the materials you currently use.

Do the materials reflect the diverse backgrounds of the children in your program? No___ Yes___ If yes, please describe or attach a list of the materials you currently use.

6. Do you make a conscious effort to involve girls and boys in non-traditional activities (such as construction projects, hands-on math and science activities, team sports for girls; or cooking, dress-up, dance for boys)? No___ Yes___
If yes, have these efforts resulted in an increased number of girls and boys participating in non-traditional activities?
No___ Yes___ If not, what more is needed?

7. What additional resources (information, materials, training) and support do you need to enhance gender equity in your program?

8. Please indicate your program type (public school program, youth-serving program, private for-profit child and/or after-school program, private non-profit child and/or after-school care program, church or religious organization, private school program, municipal or other government program, social service agency program, other):

9. On a typical day, what is the approximate proportion of girls and boys attending your program and of male and female staff? _____% girls _____% boys _____% female staff _____% male staff

10. How often do most children attend your program? (Check one only)
____ 1-2 days per week ____ 3 days per week ____ 4 or more days per week

Optional: May we contact you for further information? If so, please provide the information below.
Program Name:______________________________ Telephone:______________
Program Address:____
Contact Person: ____________________ Title:______________________

Please tear this page out or copy and mail to: Fern Marx, Wellesley College Center for Research on Women, Wellesley, MA 02181. OR, FAX us your response (617) 283-3645. Thank you for your help.

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Summer Resources

We are often asked "which books do I need for a summer program?" The following are our top picks. All are in stock and available from SAN.

Prices in parentheses are the special discount prices for current subscribers. Shipping & handling must be added to each order.

❑ **School-Age Ideas and Activities for After School Programs** by K. Haas-Foletta and M. Cogley - Helpful hints, tips and strategies for programming for school-age care plus over 140 activities and games that are program tested and 22 recipes for arts and crafts materials. Learn about 9 factors affecting room arrangement, 13 areas to include in your environment, 9 tips for shared space, **36 field trips, 40 themes for summer, and 35 "interest clubs"**... 16.95 (14.95)

❑ **Kids Club: A School-Age Program Guide for Directors** by L. Sisson - Finally, a practical handbook for directors. Learn the 5 types of activities every after school and summer program should include and how to program for them. Contains easy-to-do developmental checklists to give each child's parent and checklists for full-day programming and field trips. Ideas for getting the best use of space and a list of "must-haves" for school-age facility. Orient new staff with 5 sets of "the basics" all staff should know including: staff-child interaction, parent-staff communication, supervision, environment, and health and safety... 12.95 (11.95)

❑ **Creative Play Areas** by N. Kosanke and N. Warner - Over 185 simple inexpensive projects designed for and used with children from age 2 to 12. Uses play areas to set-up a personal and enriching environment for each child using the concept of providing a home/neighborhood atmosphere. Many of the interest/play areas are ideal for summer such as "Hill & Hole" for experiences with dirt, digging, and inclines; "Jumping Things" - simple equipment and activities for physical skills and exercise; "Concrete Fun" - activities to do on concrete, paved areas; "Art in the Yard" and more ... 9.95 (8.95)

❑ **Good Earth Art** by M. A. Kohl and C. Gainer - Over 200 environmental art projects that encourages a caring attitude towards the earth. Activities are practical and open-ended and use recycled and natural materials. Activities include Garden Critters, Car Parts Sculpture, Innertube Prints and loads more ... 16.95 (14.95)

❑ **Puddles & Wings & Grapevine Swings** - Nature activities and crafts at your finger tips. 300 pages of exciting and easy-to-follow ways to use nature's materials! Includes crafts for all seasons especially summer; games & activities for the backyard or wide open spaces; things to grow; things to do with sticks, stones, sand & mud; activities for both indoors & outdoors ... 16.95 (14.95)

❑ **Take Part Art - Collaborative Art Projects-** Great art projects, collages, murals, sculptures and more that focus on the "process" rather than the "product" and on cooperation rather than competition. Children learn to work together while having fun with art. They can try being "Michelangelo in the Sistine Chapel" drawing on paper taped to the bottom of a table and 176 pages of other great ideas ... 14.95 (13.95)

Shipping and Handling for Books

$ 0-12	2.50
$13-25	3.50
$26-50	4.50
$51-75	5.50

Over $75add 8% of book order

Send orders to: School-Age NOTES, PO Box 40205, Nashville TN 37204

SAC CONFERENCES

ALABAMA June 16-19, 1992 **(New Listing)**
"Go Ahead: Extend My Day!"; Montgomery, AL
Contact: Jacquelyn Autrey (205) 242-8148

PENNSYLVANIA July 10-11, 1992
Lancaster YWCA 7th Annual School-Age Child Care Conference; Lancaster, PA
Contact: Nancy Graupera (717) 393-1735

KENTUCKY July 12-17, 1992
5th Annual SACC Leadership Institute; Berea, KY
Contact: Ruth Fitzpatrick (502) 564-6117

WASHINGTON July 24-25, 1992
Statewide School-Age Child Care Conference
Yakima, WA
Contact: Mari Offenbecker (206) 461-3602

COLORADO September 19, 1992 **(New Listing)**
CAQSAP (Colorado Alliance for Quality School-Age Programs) State Conference; Estes Park, CO
Contact: Sandy Whittall (303)680-6111

GEORGIA September 19-20, 1992
Statewide Conference; Atlanta, GA
Contact: Anne Bramlette (404) 373-7414

OREGON September 26, 1992
Oregon School-Age Child Care Alliance
Albany, OR Keynote Speaker: Rich Scofield
Contact: Colleen Dyrud (503) 378-5585

ARIZONA October 2-3, 1992 **(New Listing)**
School-Age Child Care Coalition Conference
YWCA Development Building - Phoenix
Contact: Renee Chambers (602) 234-3366

ALASKA October 22-24, 1992 **(New Listing)**
Anchorage AEYC 1992 Conference: "Play to Learn: Learn to Play"; Anchorage Egan Center, Anchorage, AK
Keynote Speakers: Rich Scofield, Karen Miller, Steen Ebsen **Contact:** Cecilia or Christie/C&C Services 907-696-5884

WISCONSIN November 20-21, 1992 **(New Listing)**
WI School-Age Child Care Coordinating Council
Oshkosh, WI
Contact: Jeannette Paulson (608) 257-0909

NSACCA April 29-May 1, 1993 **(New Listing)**
National School-Age Child Care Alliance 5th Annual Conference, St. Paul, MN
Contact: Catharine Cuddeback (612) 296-1436

DO WE HAVE YOUR SAC CONFERENCE DATES?

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School-Age NOTES

ISSN0278-3126 © 1992 School-Age NOTES – A National Resource Organization on School-Age Care – Pioneering the Field Since 1980

Have Family Service Needs Changed in 24 Years?

by Norman S. Finkel

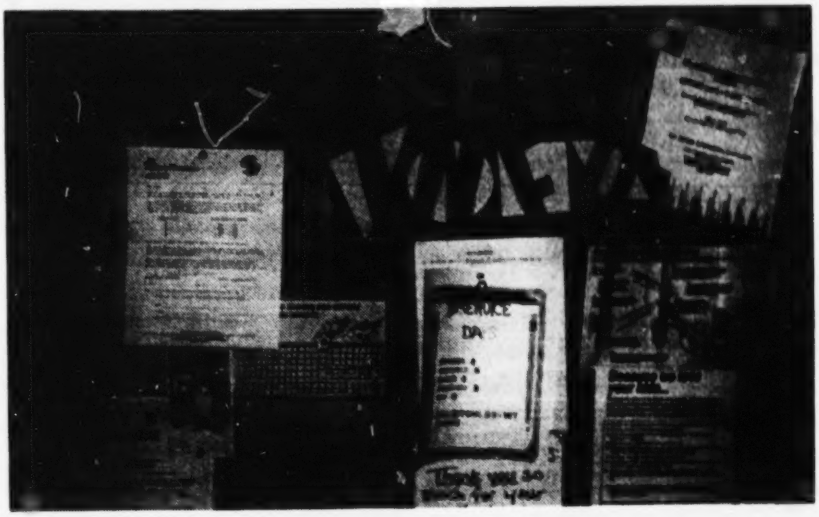

photo by Rich Scofield

Parent communication is the key to providing strong family services.

The following is the introduction from a paper on school-age care presented at the Eastern Regional Meeting CHILD WELFARE LEAGUE OF AMERICA - PHILADELPHIA, PA by Norman S. Finkel, Executive Director, Samuel Paley Day Care Center, May 10, 1968. Written 24 years ago it is still relevant from two points of view.

First, the recent riots in L.A. and the potential for upheaval in other cities have called attention to the need for family services and after school care. The second point is the underscoring of the need for professional preparation of child and youth workers who come in daily contact with the families. This month in Los Angeles the first National Institute for Early Childhood Professional Development Conference meets and will look at some of these issues.

May 10, 1968 — The two most neglected areas of day care at the present time are care for the young child under the age of three and for the school-age child. If day care is to fulfill its potential as a resource for families, it is necessary to consider development of services to include care for both of these. To limit day care services primarily to children between the ages of three and five narrows day care's potential as a preventative service and as a family service.

The broadening of day care services will occur when we recognize our responsibilities and undertake to provide supplemental support for families. Our experience in Head Start, in Get Set, in day care centers across the country indicates that day care is the natural vehicle for reaching families we serve in many, many areas whether our concerns are preschool education, preventative casework services, family life education, job training, mobilizing the community to action regarding its needs, or any combination of these objectives. In helping families articulate their needs we need to be ready to help them meet those needs through our function as a day care program that defines itself as a family service.

The realization of the potential of day care as a family service is helping us to rethink and broaden the possible services beyond preschool that a day care program can offer when it undertakes to provide supplemental support to families through the day care provided children of all ages, infant through school-age. ☙

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NSACCA Conference Workshop Proposals

The National School-Age Child Care Alliance (NSACCA) is seeking qualified SAC professionals to present at its two day annual conference April 30-May 1, 1993 in St. Paul MN. The general areas of concentration are: programming, management, advocacy, and personal growth.

The deadline for proposals is Sept. 15th. For proposal form and guidelines write to: Ellen Clippinger, 2140 West 44th St., Indianapolis IN 46208 or call Alison Jamar at (612) 928-1422. ☙

SAN Donates 289 FREE Introductory Subscriptions to NSACCA

School-Age NOTES is donating free six-month introductory subscriptions to members of the National School-Age Child Care Alliance who are not already subscribers.

This offer is a part of NSACCA's benefit package to encourage new individual members and new members of state and local groups. This introductory offer is for non-subscribers to School-Age NOTES and is not available as a renewal or extension of any current or expired subscription. For information about joining NSACCA contact: Vince Vento, Rockwood School District, 111 E. North St., Eureka MO 63025 (314) 587-2531. ☙

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Kiwanis Club School-Age Care Success Story

Dear Friends:

I was delighted to see the mention of Kiwanis Clubs when I received my February '92 issue of SAN. I thought we were the only program in the world sponsored by a local club.

When I began to see the need for an after school program in this rural community in Oklahoma, I approached the newly-formed Kiwanis Club about sponsoring this program. The idea of after school care was completely new in this area, and it was quite an undertaking, especially for a new club, but they took it on with great enthusiasm.

Please contact me for more information on our story. We are very proud of our program although it seems rather small to others. Kiwanis Club has been an extremely valuable sponsor in our plans and I encourage others to consider requesting their sponsorship in local programs.

Sincerely,
Susan Downing
Tishomingo Latchkey Center
Tishomingo, OK

SAN was intrigued by the unique sponsorship of this program. We contacted Susan Downing for more information in order to share with our readers.

SAN: *How did your Kiwanis Club sponsorship come about?*

Downing: I had seen a magazine article about starting a school-age program. I went to the various community groups in our area. There was a Kiwanis Club just starting in our small, rural Oklahoma town. They were pleased to be approached and decided to take on the project. We started with just $300 raised in a bake sale.

SAN: *So now that you had a sponsor, how did you actually get the program going?*

Downing: I used the book *School-Age Child Care: An Action Manual* as a blueprint. A very cooperative principal helped us think through what was needed to start the program, such as liability insurance, space and storage. We started in a gymnasium which had a classroom at the back of it. It also included an office and we had access to the school's play equipment. The elementary school has 350 children in it. We have 30 of those enrolled and have about 15-20 children on a daily basis. We have kept the parent fees low and other clubs and local businesses have given donations.

SAN: *How has your small community helped?*

Downing: The two food stores in town have donated snacks. Members of the Kiwanis Club have helped give us advice and have acted as our advisors. They have also helped with advertising. They are very resourceful and know where to go or who to go to to get help. The members have a wide variety of backgrounds such as legal, financial planning, bookkeeping, and have been very valuable as advisors.

SAN: *What others ways has your unique sponsorship by the Kiwanis been helpful?*

Downing: The main thing is that the Kiwanis Club is our official sponsor. They've opened a separate checking account for our program. Since they are a nonprofit organization we have been able to use their liability insurance and apply for grants. Also, being sponsored by them adds respectability and legitimizes it in the eyes of the community. We have been able to apply for and have received a grant under the Dependent Care money for expansion funding. The Kiwanis were very helpful in filling out the grant application.

SAN: *Do the Kiwanis members participate on a day-to-day basis?*

Downing: No, not on a day-to-day basis, but they are very involved. We have a parent committee with a school principal and a teacher on it and then one of the Kiwanis members is a representative. This representative has guided us in getting help such as volunteers and donated materials.

The Kiwanis members have been great; they've just been so very responsive. Not all of the members get to see what we are doing. One day we had an Olympics where we had different foods from around the world and other international activities, and one of the Kiwanis Club members visited. He saw the Olympic theme and activities, and he said, "The full impact of what you're doing never really hit me until I visited."

SAN: *Do you think it was easier or more difficult starting such a program in a rural area?*

Downing: Rural communities need to know that there are lots of other opportunities for children besides going home alone after school. The strength of rural areas is the small community with lots of people willing to help each other.

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SACUS Votes on Name Change

Possible Name Change Will Better Represent School-Age Field in the South

For 40 years the Southern Association on Children Under Six (SACUS) has advocated for early childhood issues. Today it represents over 16,000 members in 14 southern states and is faced with a philosophical name change.

The "Children Under Six" part of the association's name is felt to be limiting to the scope of interests of members.

Historically both SACUS and NAEYC (National Association for the Education of Young Children) came out of the nursery school movement which covered the traditional preschool age span thru kindergarten. That was when kindergarteners were 4 or 5 years old; before the push for older entry ages. Now many kindergarteners are six years old for more than half of their kindergarten experience. In addition, the early childhood field has been defined as through eight years old. Both are instances of not falling within "Under Six."

Some teachers in public kindergarten and primary classes have found principals reluctant to give them training leave for a conference that by name definition was about "Children Under Six." While the SACUS mission has been broad enough to include school-age care and its conference has included a few SAC workshops, most SAC professionals feel from a strictly school-age care perspective there is not enough to warrant their involvement.

In July members will have an opportunity to vote for a name change. Two names were selected by the Board of Directors:

— Southern Association for Children and Families (SACF)
— Southern Early Childhood Association (SECA)

Members will have the option of voting to retain the existing name, but also will be encouraged to indicate their preference of the two possible new names.

Interestingly, the ballot will arrive in the SACUS journal which has just changed names from *Dimensions* (a name not self-explanatory) to *Dimensions of Early Childhood.*

Rich Scofield Endorses SECA

Rich Scofield, publisher of School-Age NOTES, is a past board member of SACUS who actively supports the name change to Southern Early Childhood Association (SECA).

"I believe to be inclusive of all members interested in the care and education of young children that 'Under Six' needs to be dropped and the phrase 'early childhood' needs to be in the association's name," states Scofield.

"I encourage all child care providers and early childhood professionals who are SACUS members to watch for their next journal issue and vote for a more representative name."

Historical Note and Future Note About Name Changes

NAEYC was originally the National Association for Nursery Education (NANE) and changed its name in 1964 to reflect the reorganization that took place then.

Today the school-age care field is also faced with changing the professional field's name from "school-age *child* care" to "school-age care" to be more inclusive of the children and youth from kindergarten through middle school or junior high who attend school-age programs. The National School-Age Child Care Alliance (NSACCA) is to address the issue at its mid-term Board meeting in November. Already several state groups have tentatively dropped "child" and the recent school-age conference in Arkansas was titled **School-Age Care.** ❧

Washington Notes

by Charles Pekow

Charles Pekow is the editor of "Day Care USA". This report was written especially for SAN readers.

Hopes for larger increases in federal support for school-age programs for FY 93 are sinking fast. Congress failed to pass an amendment to budget law that would have allowed a transfer of funds from the shrinking defense budget to be used for social welfare programs instead of deficit reduction. Both houses of Congress have passed budgets earmarking most of the available expansion money for Head Start, leaving little for school-age programs.

And the administration has come out in opposition to Sen. Daniel Patrick Moynihan's Work for Welfare Act (S.2303), which would remove the federal cap on payments for day care for participants in workfare programs. The bill would ensure funding for all job training participants that needed school-age care. The only obligation upon states is that they not decrease their current level of support. But Jo Anne Barnhart, assistant secretary for the Office of Human Development Services, complained at a Senate hearing that the bill didn't provide a mechanism to fund itself and that by not requiring additional state matches, states may not try to run programs efficiently. States still need more time to adapt to the 1988 Family Support Act before getting any new responsibilities, Barnhart testified.

On the other hand, more money may become available for paying for job-related care anyway. The Senate passed the Job Training and Basic Skills Act of 1992, which amends the 1982 Job Training Partnership Act. The bill would increase the cap for supportive services such as day care, states could spend from 30% to 50%. The measure now goes to conference with the House, which passed a similar bill. ❧

Welcome to SAN Okla. Subscribers

The Okla. Dept. of Human Services Office of Child Care sponsored 228 one-year subscriptions to School-Age NOTES to the attendees of its first state SAC conference in May. SAN welcomes those new subscribers. See page 2 about SAC in Okla. ❧

Summer Crafts for Older Children

For older children summer is a time to try out craft skills that require a several stage process, with another stage accomplished each day for several days. These skills include:

- Oil Painting (must dry between times)
- Basketweaving (reeds are soaked)
- Loom Weaving with a shuttle
- Macramé
- Seed Bead Weaving of belts or headbands with a loom
- Leather Tooling
- Glass or Metal Etching
- Shellcraft
- Whittling
- Pottery or Ceramics
- Create Designs on graph paper for cross-stitch on checked gingham
- Quilting (applique one block only and make a pillow)

A visit to a museum may help spark an interest in some of the crafts, and should provide some samples of their use and practicality.

Look for a parent or grandparent volunteer to help you acquire one of these skills. Even though this volunteer may be unable to work with the children in the time frame required he/she may be able to teach a staff person a craft skill.

Another option is to get a book or kit from a craft store to help a staff person acquire a particular craft skill, which can then be adapted. For example, a simple, home-made seed bead loom for short pieces like headbands can be constructed on a shoe box or cigar box once you understand the principle of the loom.

Invention Bag

An Exercise in Reuse and Recycling

Start with a reused bag (paper or plastic) for each player. Put into the bags leftover treasures such as plastic spoons, paper or styrofoam cups, paper tubes, rubber bands, twist ties, paper clips, drink straws, lengths of string or yarn, styrofoam packing peanuts, marbles, metal washers, or whatever you have.

All players should also have access to paper, scissors, tape, glue and markers.

Depending on what you have, each player may receive a different assortment in the bag or all may receive the same items. The object of the game is to use the materials to invent (a) something creative or (b) something useful. Players may trade items with one another to secure more of a particular item.

Have a show and tell to let each player demonstrate an invention or tell the title of an artistic creation.

Time Capsule

Begin now to prepare for a time capsule for your summer program. If possible plan to bury the capsule. For this you could use a metal cannister or a large plastic jar like pickles or mayo comes in at a fast food restaurant. Seal around the lid with waterproof tape. If it is not possible to actually bury the capsule and dig it up later, bury it in the director's cabinet where it can be brought to light at the appropriate time next year.

Into the capsule will go mementos of this summer's activities — a copy of the schedule and the weekly themes, photos, handcraft samples, camp newspaper and other special things. The buried treasure should be dug up next year in the spring with a proper ceremony to generate interest in next summer's program.

Peanut Butter Games

Peanut Butter & Jelly

Using two balls (beach, nerf, tennis) have the group stand in a circle. Players pass one of the balls (Peanut Butter) around the circle. To make things sticky, the second ball (Jelly) is tossed from player to player in any direction. Players must keep both balls moving without stopping. The object of the game is for the Jelly to catch up with the Peanut Butter. When one player catches both balls, everyone shouts "Peanut Butter and Jelly!" Then everyone starts again. (from the *Outrageous Outdoor Games Book*).

Peanut Butter Relay

Divide into teams of 5 or 6. Have a plate of peanut butter crackers (one for each player) on a table set up 10 feet away from each group. The starting player of each team hops on one foot to the table, eats a peanut butter cracker, whistles, and then hops backwards on two feet to the next player on the team. The object of the game is to see how long it takes each team to complete all the tasks. If possible, give each team a stopwatch. Let each team try again to see if they can beat their own time. Each team that can beat their own time gets to make fruit slushes afterwards.

Messy, Messier, Messiest

A race with food. Spread slices of bread liberally with peanut butter and other slices with jelly. Cut into quarters. Put peanut butter quarters on one table and jelly quarters on another. The object of this race is to move one peanut butter quarter from one table to the other and make a peanut butter and jelly sandwich, **using only your mouth.** Do at snack time. Each person's completed sandwich becomes their snack. (Avoid setting a model of wasting food by using it as play.)

CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
EAT YOUR MISTAKES	Learn to use a cake decorator.	Learn to make carrot and celery curls.	Make a pie from scratch. 	Make radish roses.	Invent a super sandwich.
CAMP SKILLS PRACTICE	Practice laying different types of fires such as teepee, basic A and criss-cross. Restack wood and kindling when you finish.	Learn to put up a tent and to take it down and store it properly.	Build a reflector oven. (Helps for camp skills are found in *The Outdoor Book*. See p. 7)	Practice rolling a neat bedroll with blankets, sheet and ground cloth instead of a commercial sleeping bag. 	Play "I am going to camp and I am taking..." Each player repeats the list and adds one more appropriate item.
CAREERS AND JOBS	Tour a medical facility. Find out about jobs there – hours, duties, skills required. How many need no medical training?	Invite a representative from personnel at Parks & Recreation to tell about jobs as well as education needed.	Get a real job application from a fast food restaurant and make a copy for each child. What skills do you still need to learn in school?	Visit a workplace of interest. Try to develop realistic ideas of what the jobs entail.	Make a list of possible interview questions and then role play a job interview. What would you look for in an employee?
PEANUT BUTTER AND JELLY	Play peanut butter relay. (See p. 4)	While blindfolded have kids taste and identify different kinds of jelly on bread squares.	Play Peanut Butter and Jelly. (See p. 4)	Make peanut butter. Grind roasted unsalted peanuts in food grinder. Mix with softened margarine and salt to taste. *Super Snacks*, p. 38. (See p. 8)	Play Messy, Messier, Messiest. (See p. 4)
ENCODE IT	Decipher code messages and then write some using a simple code such as a=1, b=2 and so on. Try to invent a different code.	Design a logo for your summer program and put it on T-shirts.	Create a personal crest or logo representing a personal goal or achievement.	Make a block print of your personal crest or logo and put it on stationery and name cards.	Design your own vanity license plate.
OUTDOORS	 Organize intramurals.	Invite a water safety instructor. Do some preventive education even if you have no swim program 	Practice orienteering. (See *The Outdoor Book*, p. 7)	Learn first aid. Role play situations. (See *Kids to the Rescue*, p. 8)	Plan a wildflower hike. Sketch your finds or take a photo. Do not pick the flowers.

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Personnel Supervision

by Betsy Shelsby

The process of supervision has several complementary goals. The supervisor's responsibilities include:

- providing encouragement and support for employees
- building motivation
- increasing the mutuality of individual and organizational goals
- enhancing employee's competence

Very few employees start out as the "ideal employee". The supervisor's task is to get the employees from their starting points to their ideal points. In order to accomplish this supervisors need to have the following knowledge, skills and abilities:

- Supervisors are knowledgeable about program goals (Why are we here?)
- Supervisors are aware of their organization's philosophical orientation toward personnel supervision.
- Supervisors are knowledgeable about appropriate supervisory techniques (observing employee performances and documenting them, meeting with employees, identifying the strengths and weaknesses, providing specific recommendations for change, and following up on performance issues).
- Supervisors have the skills and abilities to implement appropriate supervisory techniques.
- Supervisors know how to motivate employees.
- Supervisors are mentors for employees — guiding, praising, suggesting, and functioning as a resource.

Identify your style.

Use the statements below to identify your supervisory style and then consider any changes you might like to make.

- Think about the best and worst supervisor/leader you can remember. List the characteristics of the worst and the best and then think about how these experiences have influenced your style of supervision.
- Think about a situation in which you were highly motivated and effective. Consider the reasons, related to the nature of supervision, that you think contribute to your motivation and effectiveness.
- List your supervisory qualities and techniques (including perceived strengths and weaknesses).
- Do you tend to supervise the way you like to be supervised, or do you assume that other people have different needs and motivations?
- What do you see as the most important characteristic of an effective supervisory relationship?
- What would you like to change about your supervisory style?

Very few employees start out as the "ideal employee". The supervisor's task is to get the employees from their starting points to their ideal points.

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8 Tips for How to Give Honest and Tactful Performance Evaluations

It is important to deliver information about inadequate and about satisfactory staff performance in a concrete, informational manner. Information should include specific incidents and dates. Comments should also include specific recommendations for improvement. This can be accomplished by:

1. Using concrete examples with recommendations: "I observed that you have some problems with communicating with parents. For example, when Mrs. Smith complained about not being notified about the field trip, you became defensive and replied that it was her responsibility to keep up with the program activities." "Other examples are. . ." "My recommendations are that . . ."

2. Providing timely feedback. Don't store up "trading stamps" and weeks or months afterwards lower the boom. Employees need to know immediately when their performances are inadequate. The same principle applies to good performances.

3. Keeping it brief. If there are 10 performance deficiencies, prioritize the critical ones and save the less crucial ones for the near future.

4. Focusing on the effect of the behavior. For example, you might say, "I notice when you interrupt the children when they are talking, they become distracted," rather than "Why do you always interrupt the children when they are talking?"

5. Addressing only the behaviors that are possible to change.

6. Following up with provisions of ongoing support and recommendations.

7. Setting timelines for improvement and scheduling another conference to document and evaluate improvements or continued deficiencies.

8. Stating clearly the consequences of failure to improve.

Betsy Shelsby is Training Director at the Baltimore City Child Care Resource Center. ☙

Clare Cherry said "there should be a minimum of at least two places for each child to play even if every child is playing alone." For 25 children that's at least 50 different places for them to choose to play. ☙

Other Resources

Camp Fire

The Outdoor Book: A Guidebook for Sharing the Experiences of Our World

All you need to know for overnight camping — gear and skills and planning ahead, menus, cooking pots, fires and alternatives, bedrolls, orienteering, even crafts and games — it's all in the book!

Available from Camp Fire Boys and Girls, 4601 Madison Avenue, Kansas City MO 64112. ($16.50 + $4.00 shipping)

Video Series

How to Talk So Kids Will Listen and Listen So Kids Will Talk

by Adele Faber and Elaine Mazlish

This highly acclaimed series produced by Kentucky Educational Television is available on video cassette for individual use or group use. The series shows a group of parents, over a six-week period, learning communication skills that will help them build better relationships with their children. Each 30-minute session includes lively discussions, role plays and short scenes demonstrating both helpful and unhelpful methods of interacting with children of all ages. Topics: Helping Children Deal with Their Feelings, Engaging Cooperation, Alternatives to Punishment, Encouraging Autonomy, Praise and Freeing Children from Playing Roles.

A second group workshop kit for 6 sessions of 1 1/2 to 2 hours each is entitled *Siblings Without Rivalry*. The topics in that series are: Helping Siblings Deal with Their Feelings About Each Other, Keeping Children Separate and Unequal, Siblings in Roles, When the Kids Fight, and Problem Solving.

Both workshop kits are available either as an audio series or as a video series and may include workbooks for participants and other resources as well as the two books by the workshop titles.

For information on both workshop kits contact: Negotiation Institute, Inc., 230 Park Avenue, New York NY 10169, (212) 986-5555.

Play News - FREE

Free, fun and informative - the Professional Play Leaders Association-USA (PPLA-USA) newsletter features articles on the people, products and trends of play and play leadership. For a FREE subscription write to: PPLA-USA, PO Box 161713, Austin TX 78716.

FREE HighReach Learning Catalog

HighReach Learning Catalog of Learning Programs for Children includes "Melvin's Explorers Club — An After School Enrichment Program" with ideas for creative dramatics, hands-on type activities and games. Contact: 800-729-9988.

Have you come across a good resource lately?

Have you recently discovered a great new book for use in school-age care? **School-Age NOTES** would be interested in sharing with our readers your recommendations for resources we should be aware of in the school-age field — whether related to administration, activities, self-esteem or behavior management. Drop us a line at Box 40205, Nashville TN 37204.

Corrections

- Elizabeth Hoy was author of April's front page article. Her name was inadvertently left on May's front page article which was written by SAN staff.
- From 1987 March/April field trip checklist "NEVER leave children *attended*" ??? (Good thing people don't always believe everything we print!)

--> Some other tips from that field trip checklist we thought worth reprinting (and believing):

*** DON'T allow kids to:**

- Climb trees
- Wade in water
- Go through or near barbed wire fences
- Run with sticks
- Run or play while eating (choking hazard)
- Walk behind horses or other livestock
- Throw rocks

47 Activity Ideas are in this issue. Can you find them all?

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Summer Resources from School-Age NOTES

In the May issue we listed some of the books that answer the question "which books do I need for a summer program?" The following are more of our top picks. Three relate to child and youth behavior and guidance. All are in stock and available from SAN.

Prices in parentheses are the special discount prices for current subscribers. Shipping & handling must be added to each order.

☐ **Stick Up For Yourself! - Two book set**, A kid's guide and a teacher's guide, that offer a complete course on lifeskills for building self-esteem and being assertive in positive, meaningful ways. Encourages an understanding for emotions and naming feelings in order to be responsible for self, feelings and making choices. "Every kid's guide to personal power and self-esteem." "A 10-part course in self-esteem and assertiveness for kids." Summer is a perfect time to introduce this program and these skills. . . 23.95 (20.95)

☐ **Tribes (A process for social development and cooperative learning)** - A system for involving school-agers themselves in creating a supportive climate to plan activities, enhance self-esteem, and encourage responsible behavior. Includes 120 activities, resource list, and staff training resources. Suitable for elementary through junior high. Used in many school-age programs across the country. Ideal for use when children and youth are together all day long . . . 19.95 (17.95)

☐ **Please Don't Sit on the Kids: Alternatives to Punitive Discipline** by Clare Cherry - Excellent resource for in-service training and discussion on group management and individual guidance skills. A great book for quickly training new summer staff. . . 12.95 (10.95)

☐ **Kids to the Rescue! First Aid Techniques for Kids** by M. & D. Boelts - How to help and what to do until help arrives. Indexed for quick reference but intended as an educational tool, this book presents a situation and spells out the appropriate emergency response. Put a copy in your first aid kit but also include it in your summer programming. Read it with a group, use it for role playing or develop a mini-class or club for older children and youth ... 7.95 (6.95)

☐ **Super Snacks Revised Edition** by J. Warren - Seasonal sugarless snack recipes for young children. The revised edition includes information on Child and Adult Care Food Program (CACFP) with each qualifying recipe. 15 pages of snacks for summer, including strawberry syrup, peach crisp, watermelon popsicles, and more ... 6.95 (5.95))

Shipping and Handling for Books

$ 0-12	2.50
$13-25	3.50
$26-50	4.50
$51-75	5.50

Over $75 add 8% of book order

Send orders to: School-Age NOTES, PO Box 40205, Nashville TN 37204 ❧

SAC CONFERENCES

PENNSYLVANIA July 10-11, 1992
Lancaster YWCA 7th Annual School-Age Child Care Conference; Lancaster, PA
Contact: Nancy Graupera (717) 393-1735

KENTUCKY July 12-17, 1992
5th Annual SACC Leadership Institute; Berea, KY
Contact: Ruth Fitzpatrick (502) 564-6117

WASHINGTON July 24-25, 1992
Statewide School-Age Child Care Conference
Yakima, WA
Contact: Mari Offenbecker (206) 461-3602

COLORADO September 19, 1992
CAQSAP (Colorado Alliance for Quality School-Age Programs) State Conference; Estes Park, CO
Contact: Sandy Whittall (303)680-6111

GEORGIA September 19-20, 1992
Statewide Conference, Atlanta, GA
Contact: Anne Bramlette (404) 373-7414

OREGON September 26, 1992
Oregon School-Age Child Care Alliance
Albany, OR Keynote Speaker: Rich Scofield
Contact: Colleen Dyrud (503) 378-5585

ARIZONA October 2-3, 1992
School-Age Child Care Coalition Conference
YWCA Development Building - Phoenix
Contact: Renee Chambers (602) 234-3366

KANSAS October 10, 1992 **(New Listing)**
Regional School-Age Conference
Overland Park, KS Keynote Speaker: Rich Scofield
Sponsored by School-Age Child Care Services
Contact: Debbie Wooldridge (913) 236-8648

ALASKA October 22-24, 1992
Anchorage AEYC 1992 Conference:
Anchorage, AK Keynote Speakers: Rich Scofield, Karen Miller, Steen Ebsen
Contact: Cecilia or Christie 907-696-5884

TEXAS October 24-25, 1992
Texas Association for School-Age Care
Dallas, TX
Contact: Nancy Baker (512) 440-8555

WISCONSIN November 20-21, 1992
WI School-Age Child Care Coordinating Council
Oshkosh, WI
Contact: Jeannette Paulson (608) 257-0909

NSACCA April 29-May 1, 1993
National School-Age Child Care Alliance 5th Annual Conference, St. Paul, MN
Contact: Catharine Cuddeback (612) 296-1436

DO WE HAVE YOUR SAC CONFERENCE DATES?

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School-Age NOTES

ISSN0278-3126 © 1992 School-Age NOTES – A National Resource Organization on School-Age Care – Pioneering the Field Since 1980

Summer Programs for Early Adolescents

What's Working this Summer *by Rich Scofield*

Recently I mentioned that there had been a higher than expected failure rate with school-age care programs for middle school children and youth and other early adolescents ages 10-15 years old. The following are two programs that have had a successful start to the summer.

A Program for 10-13 Year Olds

The Play Centers in the Baltimore, Maryland area owned and operated by Mona Criswell had successfully run their 16 school-age centers for many years. This past year they found many parents of 10-13 year olds very concerned about good, interesting summer care. So many in fact that when they had the sign up they had to split it into two programs! Each has about 60 children and youth enrolled with about 40 attending each day. (Because of family summer vacations and special family events this enrollment-attendance difference is normal in summer programs.)

Sherry Wicks is the Director of the S.P.I.R.I.T. program (**S**ummer **P**rograms **I**nfluencing **R**esponsibility, **I**nitiative, and **T**ogetherness). She explained that one reason the sign up was so successful was that about 75% of the kids were "alums." Play Centers was able to draw from those graduating from their other centers and those who normally might convince their parents that "this summer they were too old to go to a day care center." She estimates that about half those enrolled are kids who wouldn't have gone to Play Centers this summer.

It surprises no one in our field that S.P.I.R.I.T.'s population has an excessive number of boys. One of whom is already 6'1" tall.

What's Working So Far?

Wicks felt there were several reasons that the program is working so well besides obviously passing the first hurdle of sign-up.

- **Getting out** and about in the community at least 3 times a week.
- **Giving options** to the kids as to how the day will go and what they will do.
- **Going with the flow.**
- **Scheduling time for hanging out.**
- **Signing behavior contracts.** These are explained as being like a contract you sign when buying a car. (For young adolescents the "c" word obviously gets their attention.)
- **Gearing it to their interests.**
- **Bringing real life issues** to the program such as Drug & Alcohol counselors.
- **Electing a president of the program** who can sit in on staff meetings.

For more information contact Sherry Wicks after 3:30 EDT at 410-661-6100.

A Program for 12-15 Year Olds

The Camp on Campus Teen Camp of the Vanderbilt Child Care Center at Vanderbilt University in Nashville, Tennessee has completed its first week of community service projects. In its first year, this community service camp is for 12-15 year-olds whose parents work at Vanderbilt University (including the Hospital - a total pool of over 10,000 employees).

For several years the Child Care Center, which serves only preschoolers during the school year, has run a successful summer camp on campus for 5-12 year-olds. (This year they have 80 school-agers "with tons on the waiting list.")

(continued on page 2)

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SAN Resumes Bulk Mail Delivery –

Last Chance to Correct Your Address

This issue is the last one to be sent by first class mail. With the August issue School-Age NOTES goes back to delivery by bulk third class mail. Since the September issue, we have been using first class mail to help get delivery back on schedule. Bulk third class means your mail will not be delivered if your zip code is incorrect or another part of your address is slightly different. Also third class mail **will not be forwarded** to a new address.

Carefully check your address now. If any part is incorrect, notify us immediately at 615-242-8464. You may have been receiving your issues even with a slightly incorrect address because first class mail gets full attention to attempted delivery and gets forwarded to new addresses. This will not happen with the August issue.

SAC Funds Action Alert

Advocates called on to respond to possible non-funding of Federal Dependent Care Block Grant. See page 6.

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(continued from front page)

As many of us in this field know, desperation is the mother of invention. For Vanderbilt's Child Care Director, Jacie Dunkle, having a 13-year-old daughter who now was too old for regular school-age summer care was the impetus for starting a teen camp.

Dunkle says they started slow and small this year to ensure success and work out the problems. There are 12 youth in the program which is scheduled for four one-week sessions alternating on/off over eight weeks. Youth care is different and families can more readily accommodate the non-continuous care.

The goal of the program is to teach the youth skills for earning money, independence skills, and an introduction to volunteerism and community service.

The week just completed focused on landscaping. In the morning they learned about landscape design; how to cut grass and take care of a lawn mower; how to transplant shrubs and set up a garden; and how to plant trees.

The service project was cutting grass, trimming lawns, and planting trees, shrubs and a garden at the homes of three senior citizens who couldn't get out to do it themselves. (They were between the ages of 85-91 years old.)

The program is supported through parent fees, University in-kind support, donated materials and special discounts such as on shrubs and plants, and support from the regular school-age summer program. Parent fees are $40 a week plus both the parent and youth have to sign up for the VU Recreation Center at $30 each for the summer. While the Rec Center plays an important role in program activities, additionally the University has lent the program a 10-bedroom student apartment as their home base. Dunkle reports they did lock all the bedrooms except the lower level to "keep an eye on things."

While initially a lot of parents signed up their teens, the kids didn't want to come. Even some of those who did come were reluctant at first — a combination of "the cool factor" and teens general reluctance to be in new social situations. But now those same kids have signed up for the other weeks. Next year Dunkle plans to get picture posters up showing what they did this summer. She says already word of mouth has helped.

Two of the teens enrolled are from the Association for Retarded Citizens (ARC), and ARC has given the program an assistant to help with the physically challenged teens. Dunkle says having the extra adult really helps as there is only one adult available for the 12 youth in the teen camp.

The first morning everyone was trying to get past the awkwardness of the new social situation. Everybody was real shy. By noon they had all accepted each other and they were drawing straws to see who would push the kids in the wheelchairs over to the Rec Center.

Each week has a different focus with a different community service project. Each morning they pack their own lunches. Everyday after lunch they go to the VU Rec Center to play pool, racquetball, swim, etc. They have even started racquetball tournaments. Friday is a day off when they go canoeing. And they will be the leaders for a canoe trip the regular school-age camp is planning.

What are the Rules?

*Can't bring their own Walkman radios. (Radios are provided for them.)

*No hand held video games.

*Can't chew gum.

*Can't leave campus without parents' permission but can go places on campus on their own.

***CAN** bring own books, magazines, and games. This helps add variety to their leisure hours. Also, they take good care of their own equipment!

What Makes It Successful?

• **CHOICES** - The teens have choices about recreation events, choices about their schedule and choices within the community service project.

• **CAMPUS** - Being on campus is a real plus. There is lots of outdoor shade and things to do. Also being on the University campus is "cool."

• **BEING SEPARATE** from the 5-12 year-old program camp is very important.

While having the unique recognition of being an employer supported summer youth program, the uniqueness of the Camp on Campus for the school-age field comes from being a successful youth program born out of child care. Jacie Dunkle, Director of Vanderbilt Child Care Center can be contacted at 615-322-8074.

NOTE: According to *Communication Briefings*, American teenagers are volunteering at the same rate as adults and more would volunteer if asked. Information about examples of community service projects for youth is in the guide *Youth Service: A Guidebook for Developing and Operating Effective Programs*. $12.50 prepaid from Independent Sector, 1828 L St., N.W., Washington, DC 20036. We have not seen this guidebook to review it.

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Rules of Friendship to Avoid Conflict

School-age children have their own set of "rules of conduct" regarding friendships. The adult caregiver may not always be aware of these rules and therefore intrude upon this extremely personal area for the school-age child. Awareness of these rules can help a caregiver deal with behavior that sometimes appears to be unnecessary or overreacting.

An article in the April 1991 issue of *Growing Child Research Review* explores this concept. An example of what an adult views as unnecessary might be a child who is usually compliant reacting aggressively when someone cuts in line and separates her from her best friend. While the adult may feel this is "overreacting," the child feels it is what is expected in order to protect the friendship.

School-age children have deep respect for and place much value on their friendships. This is a deeply personal area of their lives and one of the few areas they are free to explore without constant adult interference. Caregivers should respect the importance the friendships hold for the children. Maintain something of a distance while the children work through problems and territorial disputes. Upon closer observation you will realize they are addressing the issues through their own well-defined set of rules.

Often the first reaction of a caregiver when a child bursts into tears is to clear all the other children from the area. The knee-jerk reaction actually runs counter to the codes of friendship of school-age children. As friends, they feel it is their place to stay by his side and express their concern for him.

The value school-age children place on friendship is a lesson many adults could relearn themselves. An awareness of the importance of friendship among school-agers can help adults be more effective caregivers and foster a nurturing environment for all relationships involved in the program.

TRAINING IDEA

Have staff share examples where they have seen children be overly protective of each other. How did staff react to it and would they now choose to react differently?

Field Trip Safety Tips

Upon arriving at your destination, avoid herding kids in parking lots or near roads by parking in the handicapped parking spaces and unloading the kids safely. Then leave a second caregiver with the kids and park the bus in a regular parking space. On leaving the area, reverse the procedure and park and load the kids from the safety of the handicapped parking spaces.

Always keep the kids within your vision, be watchful for any cul-de-sac that may attract a straying child. Walk slowly on the stairs. Frequent water and bathroom stops discourage wandering. Always use partners (separating potential problems) and make the discipline or wandering problem your problem.

In parks, always fish from closed bridges with lines, not poles and using hooks with barb cut off (they'll still catch fish but catch fewer children). Keep the kids away from the banks and never near deep water. In organized playgrounds, station yourself and your co-worker so all the area can be seen. Any equipment that looks too dangerous, make off limits to the school-agers.

Don't under or overestimate the ability of your kids; both can be dangerous. Go early in the day and preferably not on Monday or the day after a holiday as children are tired. Tired children have accidents and are not as careful as they should be, even in familiar environments.

Gently drive off stray dogs, cats, squirrels, etc. Don't let kids play with unknown animals. Even if the owner of the animal is present and assures you the animal is safe, respectfully request that the kids not play with the animal.

In warm weather always carry lots of water and offer it frequently.

Reprinted from SAN March/April 1987 issue. Original source - Children's World Staff Newsletter.

GREEN NOTES

Green Policies Save $

- Put up large wipe-off memo boards — one for parents, one for staff — to save on paper usage. (Save more $ by using chalk board.) Use different colors for each message to get attention.
- Have staff maintain their own coffee mugs to avoid styrofoam and paper cups.
- Put re-use/recycle bin next to photocopier: one for clean backs that can be used again; one for two-sided prints to be saved for paper airplane contests, etc.; one for papers inappropriate for re-use but can be saved for community recycle efforts.
- Make sure all staff know how to correctly use photocopier to avoid wasting paper on mistakes.
- Implement regular air conditioning and heating energy checks for leaking window and door seals.
- Use sun film over windows or reflective or sun film shades to reduce cooling costs.
- Establish a parent and child green committee to investigate other ways to be green and save $.

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35 Activity Ideas

The minimum number of Activity Ideas in this issue is 35.

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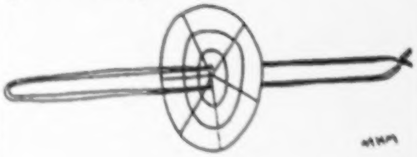
Play This Magic Trick
(Maintaining Skills)

Tell someone you can guess their age and birth month. How? Use this formula. They take their birth month x 2 + 5 x 50 + their age. They give you the total. You subtract 250. The first number you get is the birth month and the second is their age.

Example: 10 (Oct) x 2 = 20 + 5 = 25 x 50 = 1250 + 6 = 1256. 1256 - 250 = 1006 (Oct/6 yrs).

Example: 5 (May) x 2 = 10 + 5 = 15 x 50 = 750 + 10 = 760. 760 - 250 = 510 (May/age 10).

Color Changer
(Science)

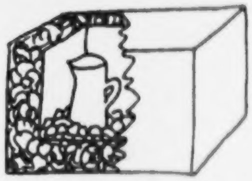


Draw three concentric circles, the largest 3 1/2 inches in diameter. Divide the circles into 6 equal parts. Color the six parts of the outer circle alternately red and yellow. Color the six parts of the middle circle alternately yellow and blue. Color the 6 parts of the inside circle alternately blue and red. Cut out the circle and paste it on light cardboard. On the center circle, make two holes like the two holes in the center of a button. (See illustration.) Thread a piece of string 2' long through the holes and tie the ends to make a complete circle of string. Center the "button" on the string to get your spinner started. As the string twists and untwists and retwists in a regular rhythm, your spinner will go around faster and faster. Watch the colors. *Gee Wiz* (pp. 67-68), available from School-Age NOTES, $8.95 (7.95 for subscribers) plus 2.50 s&h.

Dunk Raisins
(Science Indoors)

To a tall, clear container of water, add a handful of raisins, 2 T of vinegar, and 1 T of soda. Do not stir. Bubbles of CO2 will form on the raisins, causing them to rise. At the surface the bubbles will disappear and the raisins will sink again. From *Mudpies to Magnets* (p. 92), available from School-Age NOTES for $12.95 (11.95 for subscribers) plus 2.50 s&h.

Make An Insulated Box
(Science Outdoors)



Make your own cooler. It really works! Put six inches of newspaper in the bottom of a large cardboard box with a lid. Place a smaller box inside. Stuff newspaper between the sides of the two boxes so that the smaller box is surrounded by newspaper. Line the inside of the small box with aluminum foil. Place a container of lemonade and a baggie full of ice inside the small box. Put a lid on the small box. Add more newspaper on top and close the lid of the large box. Wait until lunchtime or snacktime before opening your insulated box.

NOTE: If you want a scientific "control" prepare a box identical to the smaller box, lined with aluminum foil and with a container of lemonade and a baggie full of ice. Put a lid on the box, but do not insulate the control box with the newspaper or with the larger box. Compare the results when the boxes are opened. (*Mudpies to Magnets*, p. 113).

Alphabet Race
(Maintaining Skills)

Two teams, each with a full set of alphabet cards face up on a table.

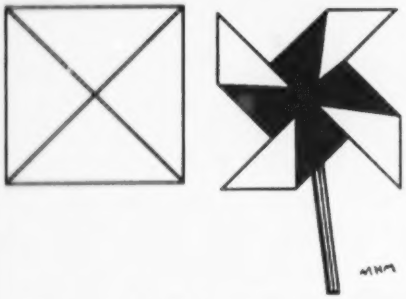
Each team lines up in single file. The leader calls out a word to be spelled (no double letters). The first player of each team runs to that team's own table, picks up the first letter and hold it up. The second player then runs to pick up and hold up the second letter and so on. The first team finished wins a point. The game is over when one team has won a predetermined number of points.

Since words may be different lengths, players return to the end of the line after each word is spelled.

VARIATION: Each team may put the alphabet in order, but they will have to lay the cards down or run out pf players.

This game is from *Games We Should Play In School* by Frank Aycox.

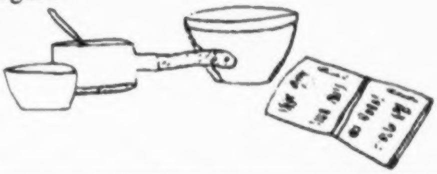
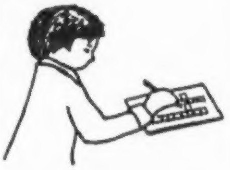
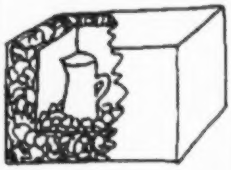
Make A Pinwheel



You will need a 5" square of construction paper, a new pencil with an eraser, and a straight pin.

Fold the paper along both diagonals. From each corner cut along the diagonal toward the center but stopping 3/4" short of the center. Four blades will be formed. Fold the right-hand corner of each blade toward the center and overlap the rips enough to secure all four with one straight pin through the blade tips and into the side of the pencil eraser. The pencil will be the stick to hold it by.

CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
ECOLOGY	Start a Friends of the Earth Club. Decide on membership criteria. Make membership card with logo. Choose a service project.	Reusables: Glue string on a can to make a rolling design. Print on cardboard or newspapers.	Adopt a favorite tree. Make a book about it. Include drawing or photo, leaf print, seed print, bark rubbing.	Write a poem about your tree or make up a song.	Make sawdust modeling clay. Mix thoroughly: 2 c. sawdust 1 c. flour water to moisten
EAT YOUR SUCCESS OR YOUR MISTAKES	Learn to use a cooky press.	Make homemade icemilk or frozen yogurt. 	Make Knox Blox or Jigglers.	Learn to prepare fresh pineapple or green coconut.	Learn to make tortillas.
COMMUNITY SERVICE	Parks & Recreation may have a patch program for children or may be able to suggest a beautification or conservation project for you.	Check with Food Bank/Emergency Food Programs. Some use volunteers to sort food. Ask for a project or work day you could do.	Ask your school for a project to do during summer — pick up litter, water shrubs, raise and lower flag daily, clean out lockers …	A Children's Hospital or hospital hospitality house, or a Nursing Home, may have a project for you.	There may be an elderly citizen you could adopt for the summer. Help with yard work, run errands, help as needed.
MAINTAINING SKILLS	Provide scales, thermometers, yard sticks, measuring tapes. Measure everything. Compare metric measures.	Play amagrams, scrabble or dominoes.	Invent a crossword puzzle. 	Mount a city map on the bulletin board. Let each child put a push pin where their home is. Give staff a different color.	Play the magic trick (on p. 4) to guess the age and birth month. Try to figure out why it works.
SCIENCE FUN	Provide a magnet and several objects to pick up with it. Magnetize one of those objects also.	Run a plastic comb through your hair several times. Pick up small pieces of paper with it (static electricity).	Dunk Raisins. (See p. 4)	Make an insulated box. (See p. 4). 	Make a color changer. (See p. 4). Experiment with different color combinations. What makes it work?
JUST FOR FUN	Look at pictures; then construct a castle of cardboard boxes and tape — the bigger the better. Make tunnels, turrets and secret rooms. (*Take Part Art*, pp. 122-3)	Provide mural paper, large boxes and art supplies. Divide into teams of 3-5. Each team will invent a camouflage to hide themselves. (*Take Part Art*, pp. 60-1)	Make a toss board from plywood or a large carton. Draw and paint an animal shape with cut-outs for use with tennis balls or bean bags. (*Creative Play Areas*, p. 33)	Make a life-size scarecrow or humanoid by stuffing old clothes. Use a paper bag, pillow case or pantyhose for the head.	Make inkblot pictures using once-folded 8 1/2 x 11 sheets of newsprint, and poster paint in a squirt bottle.

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Washington Notes

by Charles Pekow

Charles Pekow is the Editor of "Day Care USA." This report was written especially for SAN readers.

SAC Funding Limbo

In a year of uncertainty about federal spending, Congress ducked its first chance to show some support. Congress adopted a federal budget for FY 93, but unlike in previous years, it left out any references encouraging appropriations committees to maintain or increase funding for programs relating to school-age care.

Because it was running out of time, the House-Senate budget conference gave up on negotiating many matters and deliberately agreed to a vague document. The conference dropped several provisions in budget the House had previously passed.

Dropped was: –Increasing the Child Care & Development Block Grant by $25 million to $850 million. –Allowing a $300 million increase in the Social Services Block Grant to $3.1 billion (if Congress enacts pending legislation allowing said increase).

Public Housing SAC

Meanwhile, the House Banking, Finance & Urban Affairs Committee approved the Housing & Community Development Act of 1992, which would expand the Early Childhood Demo project for public & Indian housing. The bill reauthorizes a program to start school-age and preschool programs for residents. $20 million would be earmarked for public housing and $10 million for Indian housing.

CCDBG Final Regulations

Don't hold your breath waiting for the final regs to come out for the new federal programs. One reason after another has kept the Administration on Children & Families from issuing final regs for the Child Care & Development Block Grant and At-Risk Child Care program. And the snags seems likely to continue.

First of all, the bureaucrats in the Department of Health and Human Services haven't decided for themselves if they want to change the most controversial provisions. One key issue is whether to allow more funds to be used for administration, quality and availability. The proposed and interim regs say that at least 90% of the 75% set-aside for subsidies and quality improvement activities in the block grant must be spent on tuition. The rule says that states can get waivers down to 85% in the first two years, but the first two years will probably be over by time the final rule gets out.

Another unresolved issue is whether states can enforce their strongest regs for providers getting At-Risk funds. ACF's interim reg says that *if states maintain tougher regs for providers getting public funds than they do for other providers, they can't apply the stronger standards to programs whose only public support is At-Risk funds.* Officials are also considering toning down language insuring that parents be free to choose sectarian care.

One factor holding up the release is the moratorium on federal regs President George Bush announced in January and extended through August. The moratorium says that no federal agency can issue any rules that would inhibit business activity. ACF officials say they don't know if these regs would fall under that category but are acting as if they would.

Another factor is constant staff changes. ACF Commissioner Wade Horn is awaiting Senate confirmation to another federal job dealing with drug abuse. If he is confirmed, it will probably be too close to the election to install a permanent replacement this year. And a new chief — and possibly a whole new presidential administration — will certainly want to take a fresh look at the regs before finalizing them. When HHS finishes writing the regs, it will have to send them over to the office of Management and Budget for review before releasing them. OMB won't hesitate to demand changes. And staff changes at OMB since the proposed rules were sent there mean that the final rules may get a completely different reception than the proposed ones did.

SAC Funds Action Alert

"We would like full authorization of the Federal Dependent Care Block Grant for fiscal year '93. It does not duplicate other child care programs and has been successful in creating child care options for latchkey children and youth."

This was the message advocates were asked to send to Congress.

The National School-Age Child Care Alliance (NSACCA) Public Policy committee met in Washington, D.C. in June. The committee visited key members of Congress to promote the reauthorization of the **Federal Dependent Care Block Grant.** This has been considered in jeopardy because President Bush had zeroed it out of his budget and some Congress members might consider school-age "already taken care of" in the new Child Care & Development Block Grant. The NSACCA committee found that the vote by the House Appropriations Subcommittee would most likely take place before the 4th of July holiday.

An Action Alert letter was drafted by NSACCA. School-Age NOTES donated the postage, printing and labor to roll out a national alert to 250 school-age care advocates.

If you did not receive such an alert and are interested in being active in public policy issues, call 615-242-8464 right away to be put on the mailing list. This is especially important if the DCBG vote has not been taken yet by time you read this. There have been some predictions that the vote won't take place for awhile.

NSACCA Correction

In the June issue of SAN we told you to contact Vince Vento if you have an interest in joining the National School-Age Child Care Alliance (NSACCA). Dr. Vento has a new phone number: (314) 938-4679. The address remains Rockwood School District, 111 E. North St., Eureka MO 63025.

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Order Now and Save $

The publisher has gone up on the prices for the following books. To help you get ready for fall, we are keeping the current subscriber discount prices in effect until August 31.

Newspaper Theater - Creative dramatics for your after school program! Dozens of ideas and directions to help you turn piles of newspapers into costumes, props, and scenery — from Robin Hood hats and Prussian helmets to swords, trees and rain curtains.
New List price 8.95
Current Discount 6.95

Creative Art for the Developing Child by Clare Cherry - A comprehensive handbook on art tools, materials, and methods. Chock full of specific art projects and how to do them. Preschool oriented, but suitable for all ages. Great for art interest centers for school-agers. Should be on all SAC resource shelves. 337 pages.
New List price 14.95
Current Discount 12.95

Creative Play for the Developing Child by Clare Cherry - Play and the natural interests of school-agers are the core of a quality school-age program. This excellent resource on the preschool curriculum/environment can be generalized to school-age. 260 pages.
New List price 14.95
Current Discount 12.95

Beyond Winning - 40 fun games for athletes and non-athletes. Field tested. Emphasis on creativity and teamwork. Strategies for reducing sports fears and aggressiveness.
New List price 8.95
Current Discount 6.95

Great Games to Play with Groups - 70 fun-filled games for all ages from around the world. All size groups. Tested action games, movement games, and more.
New List price 8.95
Current Discount 6.95

Native American Crafts - Crafts for everyday use, ceremonial crafts, games and cooking.
New List price 9.95
Current Discount 7.95

Trash Artists - Good for new programs or anyone setting up an arts and crafts area. Lots of activities all using recycled, scrounged materials.
New List price 9.95
Current Discount 7.95

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School-Agers Receive National Award for Volunteer Work

The American Institute for Public Service has announced the winners of the 1992 Jefferson Award for outstanding volunteer work. Included among such notables as Thurgood Marshall and Eunice Shriver are two school-agers — April Davis from Delphos, Kansas, who has volunteered at a nursing home before and after school for 2 years, and Van Goodall from Mt. Juliet, Tennessee, who earns money recycling and donates it to Toys-for-Tots and fruit baskets for the elderly.

See p. 5 for community service ideas.

Summer Reading 15 Minutes a Day

USA Today reports that kids who do not read during the summer "drop back at least six months," quoting Bernice Cullinan, author of *Read to Me: Raising Kids Who Love to Read.* No research is cited but also quoted Elizabeth Segal, *For Reading Out Loud!*, that kids who read as little as 15 minutes a day can advance their reading level by up to 5 months. **Their advice is to make reading materials available everywhere, and possibly read a first chapter aloud to whet an interest.**

Recreational reading in school-age programs need not be at the highest reading level the child has achieved in order to be enjoyable and of value. Keep a variety of good books available. Rest time after lunch is a good time to encourage free reading as is the first half hour the program opens and the last half hour before closing. It still needs to be a choice - not mandatory. Our job is to get the materials and books that will make it as interesting as possible.

Exchange to Publish Special SAC Issue

Child Care Information Exchange, the most widely recognized and respected magazine for child care directors, will publish a special issue on school-age care for its November/December issue. Roger Neugebauer, publisher and editor, told SAN that both national SAC leaders and random members of the National School-Age Child Care Alliance will be surveyed about trends in the field, issues, and solutions.

Exchange offers practical ideas on marketing programs; supervising, evaluating, motivating, and training staff; leadership; fundraising; curriculum planning; health and safety; and trends and news in the field of child care.

Yes, this is a valuable resource for school-age programs even though it may not always address them specifically. The reprints of related articles are great. A one year subscription (six issues) is $35. **For a free sample magazine and information about reprints and back issues call (800) 221-2864.**

Multicultural Trainer's Guide

The book *ROOTS & WINGS* has gained wide acclaim in a short while as an authoritative source on "Affirming Culture in Early Childhood Programs" — its subtitle. Now a companion book for trainer's has just been published. *DEVELOPING ROOTS & WINGS: A Trainer's Guide to Affirming Culture in Early Childhood Programs* by Stacey York, author of the original text.

It includes 11 complete, 3-hour training sessions, suitable for a workshop series or 3-credit course; over 170 training activities; 50 hands-on, ready to reproduce and use handouts; plus tips, techniques and insights to prepare the trainer for some of the difficult, sure-to-arise situations.

Sessions include: "The Do's and Taboos of Implementing Multicultural Education;" Planning the Curriculum; Simple Activities that Teach Multicultural Awareness; A Child's Perspective of Race. The original text is needed to use the training guide.

Both books are available from School-Age NOTES. The Trainer's Guide is $24.95 ($21.95 for subscribers) and the original text is $22.95 ($20.95 for subscribers) see top of page 7 column two for **shipping and handling** charges.

An Infant Book???

Character Development: Encouraging Self-Esteem & Self-Discipline in Infants, Toddlers, & Two-Year-Olds byPolly Greenberg published by NAEYC, 1834 Connecticut Ave. N.W., Washington, DC 20009, 197 pages $8 prepaid.

Why is SAN promoting an infant book? Because this is the best book on the interplay of relationships, society, environment, and child development that we've seen. What it says often applies to children of all ages. A true delight to read. "Let the little one lead; fit into the activity as a follower."

SAC CONFERENCES

INDIANA **August 21-22,1992 (New Listing)**
6th Annual SACC Training, Indianapolis IN
Keynote Speaker: Rich Scofield
Sponsored by At-Your-School Services
Contact: Nilou Sardari (317) 283-3817

COLORADO September 19, 1992
CAQSAP (Colorado Alliance for Quality School-Age Programs) State Conference; Estes Park CO
Contact: Sandy Whittall (303)680-6111

OREGON September 26, 1992
Oregon School-Age Child Care Alliance
Albany OR, Keynote Speaker: Rich Scofield
Contact: Colleen Dyrud (503) 378-5585

PENNSYLVANIA Sept. 26, 1992 **(New Listing)**
Central PA SACC Network Conference
Millersville University
Contact: Ann Radomsky (814) 353-6110

ARIZONA October 2-3, 1992
School-Age Child Care Coalition Conference
Phoenix AZ, Special Presenter: Rich Scofield
Contact: Kim Phifer (602) 274-0481

KANSAS October 10, 1992
Regional School-Age Conference
Overland Park KS, Keynote Speaker: Rich Scofield
Sponsored by School-Age Child Care Services
Contact: Debbie Wooldridge (913) 236-8648

WYOMING October 17, 1992 **(New Listing)**
Developmentally Appropriate Practice in School-Age Care sponsored by Project Home Safe and Wyoming Early Childhood Association Conference, Casper College; **For brochure**: (307) 268-2229

MICHIGAN October 20, 1992 **(New Listing)**
Michigan School-Age Child Care Conference
Plaza Hotel, Southfield MI
Contact: Sue Javid (313) 228-3480

KENTUCKY March 12-13, 1993 **(New Listing)**
KY Coalition for SACC Conference; Louisville, KY
Contact: Ruth Fitzpatrick 606-257-5083

GEORGIA **Date Change**
From September 1992 to March 19-21, 1993
Statewide Conference, Atlanta, GA
Contact: Anne Bramlette (404) 373-7414

NSACCA April 29-May 1, 1993
National School-Age Child Care Alliance 5th Annual Conference, St. Paul, MN
Contact: Catharine Cuddeback (612) 296-1436

DO WE HAVE YOUR SAC CONFERENCE DATES?

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School-Age NOTES

ISSN0278-3126 © 1992 School-Age NOTES – A National Resource Organization on School-Age Care – Pioneering the Field Since 1980

From a Man's Point of View

by Tom DeFelice

photo by Nancy P. Alexander

One's experiences in school-age care range across the breadth of emotions.

I'm an emotional kind of person. I always have been and I'm sure I always will be.

As a director for a school-age program, my awareness of my emotional self has grown. I have held this position for seven months, but in that time, I have had many interactions with children. Being faced with situations that directly relate to my own childhood, I have become more aware of how I react to children and how they may perceive me.

My everyday interactions with children bring about emotions in me ranging from tender nostalgia to hurt and pain. I see a little bit of myself in all the children I work with. When a child is feeling sad, a part of me feels sad, too. When a child is worried, so am I. Scared kids bring out a fear inside me.

About two months ago, I realized that the emotions I had been experiencing were in great part the emotions of the little kid inside of me. And that little kid in me was relating to all the little kids around me. They call this empathy, don't they? Well, I call it draining! By the end of the day I was just plain bushed. But I kept going to work each and every day. Something real about the nature of children (and humans) kept drawing me back. Besides, I was having fun.

My everyday interactions with children bring about emotions in me ranging from tender nostalgia to hurt and pain.

For quite some time I could not figure out what those real aspects of a child's nature were. One day, though, it dawned

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School-Age Funds SAC-1 Bush-0

The Dependent Care Block Grant cleared the first hurdle in getting past President Bush's budget which zeroed out the DCBG. In mid-July the U.S. House of Representatives Appropriations Committee approved maintaining the $13 million funding level. This is the same as last year's budget BUT all appropriations were finally cut 1% – $130,000 for the DCBG.

The DCBG has been the main source of SAC technical assistance money for states for conferences, training, start-up funds etc.

The new Child Care and Development Block Grant had a $25 million increase to $850 million. With the 1% cut it will be $842 million.

The new CCDBG will benefit all child care, however, the DCBG has been the main source of impetus for the school-age care field and the resource and referral field. It is important that the DCBG is not dropped because their is no guarantee that states will pick-up similar SAC activities through the CCDBG.

Next hurdle is the Senate which will begin to work on their bill in September.

ACTION NEEDED See page 2

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(continued from page 1)

on me. It was so obvious that I had overlooked it. The most beautiful and endearing quality of children is that they are so darn honest about how they are feeling and what they are thinking.

I'm sure that as a child I, too, had these same qualities, but as I grew older, they seemed to fade away. Somewhere along the path of life I was taught to mask my feelings and not to tell others how I felt. I think this may be typical of the male gender as our prescribed role tells us to be strong and courageous. Past adolescence, if a male is emotional and sensitive, he is labeled a "sissy". Well, to this I say phooey!!

If being able to express my emotions — be it happiness, anger, sadness or fear — is being a sissy, then I am the biggest one alive. I have always had these qualities within me, but at some point, I lost them. I would like to use this space to thank all the wonderful little kids at Kid's Club for helping to bring out that little person inside of me who is now able to laugh, cry, be scared, or giggle when I need to.

We really can learn from the kids all around us . . . I certainly did.

Tom DeFelice is the Site Director for Campfire Boys and Girls Kid's Club in Seattle, Washington.

Action Needed for SAC Funding

The front page reported on the budget appropriations situation for both the DCBG (which is specific to SAC funds) and the CCDBG (which is more general to all child care). The following is the alert sent out by Helen Blank of the Children's Defense Fund.

ACTION NEEDED The Senate will begin to work on their bill in September. Please write, call and visit both members of the Senate Labor, HHS Appropriations Subcommittee and members of the full Senate Appropriations Committee during the August recess. If you don't have a senator who is on the Appropriations Committee, contact Senator Tom Harkin (D-IA) who is chairman of the Subcommittee.

MESSAGE "Good child care is an important need for children and families. In the FY 1993 Labor, Health and Human Services Appropriations bill, we urge you to invest an additional $100 million in the Child Care and Development Block Grant and to maintain the $13 million for the Dependent Care Block Grant which has a special focus on school-age child care."

Address letters:

The Honorable ______________
United States Senate
Washington, DC 20510

SENATE APPROPRIATIONS COMMITTEE address
S-128 U.S. Capitol Building
Washington, DC 20510
(202) 224-3471

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* Denotes member of the Subcommittee on Labor, Health and Human Services and Education, chaired by Sen. Tom Harkin.

NSACCA Responds

Tracey Ballas, President of the National School-Age Child Care Alliance (NSACCA) commented, "I would like to thank the members of NSACCA and other school-age care advocates who lobbied in Washington, D.C., wrote letters, and made phone calls to their Congressmen to get the DCBG budget item passed in the House of Representatives. Their efforts made a strong impression and a big difference."

Ballas made two appeals, "Please call or write again and say thank you. And remember the battle is only half over; let's do the same with our senators."

NSACCA Conference Workshop Proposals

September 15th Deadline Reminder

The National School-Age Child Care Alliance (NSACCA) is seeking qualified SAC professionals to present at its two day annual conference April 30-May 1, 1993 in St. Paul MN. The general areas of concentration are: programming, management, advocacy, and personal growth.

The deadline for proposals is Sept. 15th. For proposal form and guidelines write to: Ellen Clippinger, 2140 West 44th St., Indianapolis IN 46208 or call Alison Jamar at (612) 928-1422.

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Unwinding After School

After a long summer it's good to remind each other of how to help children avoid conflict in those hectic minutes when they first arrive after school. The following is adapted from our September/October 1987 issue.

Anyone who has spent five minutes in a school-age program when the kids arrive from school KNOWS what is meant by: "The kids need time to unwind." Wound taut, like overspun tops, from being kept in the super-controlled environments of school, the kids ricochet against everyone and everything, unleashing pent-up energy and feelings. It is indeed a challenge, as an adult in a school-age program, to not only survive the unwinding, but to orchestrate it to increase the benefits to all concerned.

Helpful Hints

Personal Space –Have a specific, always-the-same location and routine for each kid to plunk their gear — preferably on the path from school to the inner sanctums of the program.

Provide choices for SNACK and ACTIVE PURSUITS. Snacks that are of the "make or get your own and keep on truckin'" variety: graham crackers with peanut butter, frozen juice on a stick or in paper cups, apples, etc. work best for outside. Inside designate an area where kids can snack and move about, too. Trampolines, basketballs, skates, balance beams, jump ropes need to be readily available every day after school.

Avoid group snacks, group meetings, anything requiring being still for the first 15-30 minutes.

Info Board – Use Large Picture Poster and small groups to relay information to kids. Large Picture Poster might be of a kid working with clay with ART in big letters and a clock that reads 4:00 p.m. Kids will then know that at 4 o'clock, the clay will be available in art area for kids to use.

Eliminate Unnecessary Hushing – If getting all the kids together is necessary, avoid trying to keep them quiet. Instead, get them to yell and chant your message in their loudest voices. MOVIE: ET at 4:00 p.m. in REC ROOM POPCORN FOR EVERYONE with clean-up ticket. Choose one of the loudest, most active kids to help with this.

Individual Greet & Talk Time – Have all adult staff and as many adult volunteers on the program premises, ready to interact one-on-one with kids, as they arrive from school. This is the time when kids have the greatest need to talk to a special adult and tell about their day. Some kids only need 30 seconds as they "jump to the sky" on the trampoline; others need longer, more involved listening. All need a special "Hello, Welcome and How's it going?" greeting; include a hug, pat on the arm, back, head, "High Five" or some form of brief physical caring touch.

Quiet Space – Some kids have a need for quiet in order to unwind. Provide a sacred quiet spot where 2 kids or 1 kid and 1 adult can play checkers, do nothing, or whisper secrets.

STAY COOL – Do not allow the frenzy of the kids to turn you into a babbling idiot. Radiate peace, tranquility, and evenness. Instead of being caught up in the kids' turmoil, let the kids be caught up in your quiet.

Play a soothing, quiet music tape — the same one — each day as kids arrive from school. Some classical and New Age (thunderstorms and ocean waves) pieces are supposed to be especially relaxing.

AVOID all but the briefest interactions with other adults at this time. Make it a sacred rule that adults, including parents, who wish to talk with you, do so *before* or *after* the arrival time of kids. *Do not* accept phone calls, deliveries, inquiries, visits during that time. *Do center attention and energy on the kids!*

Two Great Discipline Books

Discipline That Works: Promoting Self-Discipline in Children by Dr. Thomas Gordon — Provides strategies to help empower children and youth to become self-reliant, make positive decisions, and control their own behavior. Builds on P.E.T. and T.E.T. (Teacher Effectiveness Training) programs. Explains why traditional reward-and-punishment approaches don't work and how praise and logical consequences can backfire. Conflict resolution, active listening, "I-messages", problem-solving techniques and helping children learn how to solve problems themselves are all detailed. The in-depth analysis of the "discipline debate" and the alternative methods to the discipline-control model make this the single most important discipline book for working with school-agers after school. (7.95 for subscribers) 8.95

How To Talk So Kids Will Listen & Listen So Kids Will Talk by Adele Faber and Elaine Mazlish — The perfect companion to the Thomas Gordon book. Elaborates with examples, alternatives, better ways of saying things, and cartoons on how to get children's attention, name feelings, explore alternatives to punishment, and encourage cooperation and independence. The simplified explanations help make this an excellent training resource. (7.95 for subscribers) 8.95

Shipping and Handling for Books

$ 0-12	2.50
$13-25	3.50
$26-50	4.50
$51-75	5.50
Over $75	add 8% of book order

Send orders to: School-Age NOTES, PO Box 40205, Nashville TN 37204

Games and Contests

Tom Sawyer Days

Every year in Hannibal MO the local Jaycees sponsor a Tomboy Sawyer contest for girls. First the girls compete to see who can blow the biggest bubble with a wad of gum, and who can spit a watermelon seed the farthest. Each contestant is given three tries. The survivors in these eliminations then compete in a minnow-catching contest and a slingshot contest. Why limit these to girls? (The boys' contest is whitewashing fences.)

If any of these sound like fun, have your own Tom Sawyer Day.

Detailed instructions for making a slingshot are found in *Kids America*, pp. 279-280. They recommend small, wadded up paper balls for ammunition.

Cricket Jump

Everyone has heard of the celebrated jumping frog of Calaveras County. A frog jumping contest is still held there every year. Of course for us to get the frogs to hold such a contest would be difficult. What about crickets? If you can't catch your own, you can buy a few at the bait shop who will appreciate their freedom after the competition.

For the frog jump special stages are set up, and all qualifying trials and the final jump take place on these stages. Each frog is allowed 15 seconds on each jump and if the frog doesn't jump within that time, the frog is disqualified. After the frog is placed in the starting circle, your can touch it to make it jump the first time but after that you can't touch it. The length of the jump is measured in a straight line from the starting circle to the point of landing.

These rules should be adaptable for crickets. Good luck!

Another type of cricket race is held at the Logan County Fair in Colorado. All the crickets are placed in the center of a large circle and the cricket that jumps out of the circle first is the winner.

Harvest Fair

Visit your State Fair if possible. There's a lot more there than just the carnival. Have your own "Harvest Fair." Exhibits may include vegetables grown in home gardens, flower arrangements, hobbies and collections, a guess-how-many-beans-jar, a baby photo contest, a collage-making competition, an art or pottery exhibition, even a talent competition.

Select a panel of judges, and make award ribbons.

To keep it manageable, let the kids choose which activities appeal to them and let them plan and take charge of the different booths. You might consider, for instance, setting up five committees for five booths, but instead of presenting all five on the same day, presenting one booth a day for five days. In this way, the children will have a chance to be in charge on one day and to participate on the other four. If, on the other hand, you can secure participants or audience from outside the program, then all the booths could be manned on the same day like a regular fair.

Pet Rock

If live animals at your fair pose a problem, try this idea. At the Logan County Fair the Kiwanis Club sponsors a pet rock contest. Dress up your pet rock in fancy duds or paint it however you like it. Enter your pet in the Best Dressed Rock contest.

For more on these and other contests, see *All the Best Contests for Kids* by Joan M. and Craig Bergstrom.

Played in the Shade

For hot, sticky days.

I Spy

All players can remain seated. The leader picks out an object he sees and says "I spy with my little eye something that begins with the letter '__'." All players try to guess, "Is it '____'?" The players who guesses correctly will be the next leader.

Button, Button

Players sit in a circle and hold up their hands palms together, thumbs on top. The leader holds his hands in the same position. The players' hands are empty but the leader holds a button between his palms. The leader moves around the circle from player to player. He slips his hands between the hands of each player. As he does so, he chants, "Button, button, who's got the button?" He will visit every player in turn but in the course of his round, he will leave the button in one player's hands.

The player who receives the button will be careful not to betray it, because all the other players will be watching closely. The leader may try to make it look as if he has left the button with a particular player when in fact he did not. The object of the game is to identify who has the button. When the leader has completed his round, the group will have three guesses. If someone guesses correctly he will be the new leader, but if no one guesses, the one who has the button will be the new leader.

Gossip

Seated in a circle, the leader whispers a short message to the one on his right, who whispers it to the one on his right and so on. Compare the message when it comes back to the leader. Then the one to the leader's right starts a new message.

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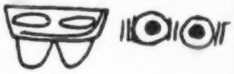
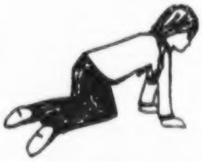
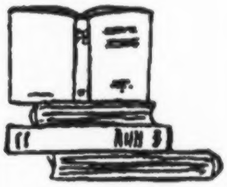
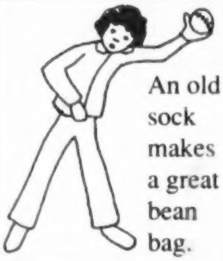
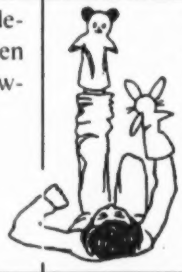
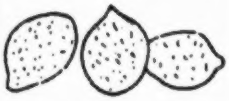
CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
REUSABLES: STYROFOAM	Create a sculpture with styrofoam peanuts and glue.	Design a building using styrofoam packing forms.	Make a boat. Experiment to see how you can make it hold more weight and still float — right-side up, of course!	Cut a 2" square from a styrofoam meat tray. Draw with a ball point pen on the styrofoam. Print your design with a stamp pad.	Cut an egg carton into six pairs of goggles. 
ANIMALS	Visit a zoo, a game farm or an animal exhibit at the children's museum.	Make animal models with plasticine or oil clay. Create environments with paper or styrofoam.	Make a plaster of paris cast of animal footprints.	Get a vet to explain about pet care. 	If you were an animal, which would you be? Draw yourself as an animal.
BACK TO THE BOOKS	Work out a book exchange for books on required reading lists.	Make book marks with a favorite quotation on each.	Make book ends. 	Make book covers out of grocery bags.	Let the children create a cardfile with a subject card on each book in the program library.
MY OLD SOCKS!	 An old sock makes a great bean bag.	Use old socks to design Barbie and Ken clothes with less sewing.	 Make sock puppets or stuffed animals.	Use your old socks to make mitts for dusting and polishing or for shining the car.	Cut old socks into loops for weaving potholders on a loom.
HOW DOES IT WORK?	Learn to use a vegetable peeler. Can you remove an apple or potato skin in one unbroken strip?	Design a windmill or a water wheel. What makes it turn?	Make ice milk with a hand-cranked freezer, crushed ice and salt. Why salt?	Make a sand clock or timer. Use a paper cone, a see-through container, and sand or salt. Experiment until the flow time is just right.	Learn to use an abacus.
LEMONS	Slice apples for snack. Use lemon juice to keep them from turning brown. 	Use lemon juice for ink. When it dries it is invisible. To read it, heat the paper with a light bulb or in an oven.	Put 20 pennies in $^1/_4$ c. lemon juice. Wait 5 min. Add a nail. Wait 15 min. Your nail will be copperplated.	Make lemonade with real lemon juice. Add a teaspoon of baking soda to make a lemon soda pop.	Dry your lemon seeds and save them. When you are ready to plant soak them overnight. Plant in peat pots and keep moist.

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Washington Notes

by Charles Pekow

Charles Pekow is the editor of "Day Care USA". This report was written especially for SAN readers.

Role of Public Schools and Child Care

The role of public schools tops the concerns of state legislators on the school-age care front. Just like last year, public school care finished first in a survey of legislators and staff from committees covering education and children, youth and family issues. The National Conference of State Legislatures (NCSL) took the survey and found committees in 31 states planning to work on public school care-related bills this year. A year ago, the topic also finished first among day care and related issues, but only 23 legislatures were working on the issue. The survey wasn't clear on how many of the states planned to try to pass legislation solely concerning school-age care, pre-school care in school buildings, or both.

NCSL received more than 1,400 responses to a questionnaire it sent out last fall. It doesn't include the six states not planning legislative sessions this year. Despite the continued great interest in providing day care, NCSL warned in its report, *State Issues 92*, that declining state tax bases will make coming up with revenue for new programs quite a challenge.

The survey found that 23 state legislatures will be grappling this year with implementing the Child Care and Development Block Grant (CCDBG) and 19 with the 1988 Family Support Act (FSA). Additionally, legislators in 16 states said they will address employer-supported care and 11 liability and regulatory issues.

But because legislators show interest in pursuing legislation doesn't mean the odds are in favor of passing anything. In NCSL's *State Issues* survey released a year ago, members of 31 state legislatures said they wanted to pass public school care bills. But only three legislatures actually passed them, according to NCSL's recent companion report, *Selected State Enactments 91*. And NCSL reported that in 1990, 23 states showed interest, but only six enacted programs.

NCSL also reported last year that two states each said they passed bills designed to comply with FSA and CCDBG. Three states passed bills to finance grants, loans and tax incentives for providing care.

Campus School-Age Care

Higher education is taking on lower education. But it's not taking on school-age after school care to nearly the same extent. The 4th National Study of Campus Child Care Centers, conducted by professors at the University of Wisconsin-Stout in Menomonie, WI, surveyed 270 college and university-affiliated child care centers. While virtually all served pre-school children, only 25% served school-agers.

The institutes of higher education showed very little interest in training faculty to work in school-age care. The survey asked centers whether their main purpose was providing a service to the school community, providing a training lab for education students, or both. Of those whose main purpose was to teach its students, only 15% served school-agers, compared with 45% of those whose main purpose was to serve the campus community and 42% of the combined-purpose centers.

Tuition for school-agers averaged $62/week. But those centers that existed mainly to train staff — and presumably could rely partially on unpaid or low-paid student labor — actually charged more than the other centers, $68, versus between $61-62.

[Editor's Note: These fees would be very high for before and after school care. They would be more in line with summer care or half-day kindergarten care. We were unable to clarify this.]

Employer Supported SAC

Corporations aren't doing better than colleges and universities when it comes to offering specific school-age programs. At least that's what a poll taken by the Bureau of National Affairs (BNA) found. BNA got 218 usable responses to its admittedly unscientific poll of 5,000 subscribers to its employer-related information services. It found that only 21 of the employers — less than 10% — offered a specific school-age care program for employers. Additionally two more said they were planning to start one by the end of this year and 14 more were thinking about it.

Note: Many of the other employers offered some type of help for parents with school-age care through resource and referral and various salary reduction and cafeteria plans.

Libraries Go to SAC Programs

If you can't take your enrollees to the library, maybe the library can come to them. In addition the school-agers who aren't enrolled in after-school programs can get some help with their homework at the local library. The Department of Education's new regulations governing the State Administered Programs of the Library Services and Construction Act allow states to use the program's Title I Library Services funds for mobile library programs to day care centers and intergenerational programs to match adult volunteers to help the program's children improve their reading after school.

For information on funding, contact your state library systems.

Planning Your School-Age Technical Assistance For The Upcoming Year?

SCHOOL-AGE NOTES WOULD LIKE TO HELP YOU.

- We will list your conference in our monthly School-Age NOTES newsletter.
- We will provide free catalogs and mini-samples for your conference or workshop.
- School-Age NOTES offers a 40% discount off 100+ subscription orders — a great gift — ongoing monthly training for your conference participants. For workshops, discounts start with as few as 5 subscription orders.
- We can provide quantity discounts on multiple copy orders for over 60 different titles for each program's Resource Library.
- Rich Scofield is available as a keynote speaker or workshop leader for your conference — call today as his schedule fills up quickly.

School-Age NOTES — the network of professionals interested in quality school-age care!

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NAEYC Conference Something for Everyone But Rooms Scarce

The National Association for the Education of Young Children (NAEYC) expects over 20,000 to attend its November 11-14th conference in New Orleans. In fact two days after the Housing Bureau officially started taking reservations some hotels had already filled up.

Don't Despair. NAEYC is working on having more rooms available. There are big conferences overlapping both ends of this conference and they are using the same hotels. Look in the July *Young Children* or the Preliminary Program for hotel reservation information. CALL the housing bureau rather than write and have four or five choices ready. If you have problems with availability of rooms, call NAEYC (800) 424-2460 and ask for Conference Department.

School-Age Offerings

Preconference Sessions. This year the entire conference is moved up one day and has expanded the last day. (In effect, the conference is a full four days instead of 31/2 days. Wednesday is preconference day with 70 sessions ranging from 21/2 hours to all day. Two are specific to school-age and are sponsored by NSACCA. The morning session is "SACC: Leadership for a Growing Field" and afternoon is "SACC Professional Preparation: Where Do We Fit in the Early Childhood Career Lattice? "

Other preconference sessions deal with issues such as: staff development and retention... intergenerational programs ... race, gender and class issues ... complying with Americans with Disabilities Act ... advocacy and worthy wage ... training trainers. NAEYC always has certain sessions that just by their title make you stop and think my favorites are Wednesday's 3-hour "The Biblical Basis (Old and New Testament) for Developmentally Appropriate Practice" and one on drop-in care for court rooms.

Thursday-Saturday 21 workshops and special sessions on school-age care. Topics include: development ... play leadership ... training ... environments... evaluation ... programming ... full day programs ... special needs... summer programs ... National Survey ... family child care.

Over 450 workshops, seminars and special evening sessions on every topic imaginable to enable you to do a better job. Lots of them have applications that directly relate for SAC professionals.

Notes about dates, air fares & misc. This is the first year the preconference has started on Wednesday instead of Thursday and the conference has ended on Saturday instead of Sunday. In the past the last day went to noon as many were catching Sunday flights out. This year program tours are on Saturday morning, the sessions end Saturday at 3:30, the sometimes controversial, occasionally combative, often inspiring and always interesting Membership Expression of Opinion will follow from 3-5 pm and the closing session will then be at 5:30 Saturday night.

BOOK AIR NOW. Most of the major airlines have special fares for the fall available now thru August 31. NAEYC special air fare info is in preliminary program. Air travel out of New Orleans Sunday morning will be crowded since almost everyone stays over Saturday night for reduced air fare and there are no sessions Sunday morning. Sunday get to airport an hour and a half early. Airlines always overbook and planes will be full.

Register for conference by September 23 and get your final program mailed to you ahead of time.

Need Preliminary Program? Call NAEYC (800) 424-2460

NSACCA to Remain Visible at NAEYC

The SACC Interest Group and the subsequent National School-Age Child Care Alliance (NSACCA) have been a fixture at NAEYC conferences since 1981. The NSACCA conference which had been meeting at NAEYC conferences has moved its conference to the spring. (See p. 2 and back page for more information.) However, NSACCA will maintain a presence at NAEYC through preconference sessions, workshops by members, and the One-on-One Dialogue. Also the NSACCA Board will hold its mid-year board meeting and retreat in New Orleans.

The NSACCA Board reiterated that moving the conference away from NAEYC''s conference was a practical move and not a philosophical one.

(continued from page 8)

ADDITIONAL SAC CONFERENCES

WISCONSIN November 20-21, 1992
3rd Annual State SACC Conference,
Oshkosh, WI
Contact: Deborah Nelson 608-257-0909

MISSOURI **(New Listing)**
November 21-22, 1992
Missouri SACC Institute, Lake Ozark, MO
Contact: Harry Kujath (314) 751-0857

KENTUCKY March 12-13, 1993
KY Coalition for SACC Conference, Louisville, KY
Contact: Ruth Fitzpatrick 606-257-5083

GEORGIA **Date Change**
From September 1992 to March 19-21, 1993
Statewide Conference, Atlanta, GA
Contact: Anne Bramlette (404) 373-7414

NSACCA April 29-May 1, 1993
National School-Age Child Care Alliance 5th Annual Conference, St. Paul, MN
Contact: Catharine Cuddeback (612) 296-1436

DO WE HAVE YOUR SAC CONFERENCE DATES?

Where's the color?

School-Age NOTES has stopped using blue ink. Budget constraints and the high cost of using a good grade of recycled paper meant something had to go. Our commitment to using recycled and environmentally friendly products when possible led us to keeping the recycled paper stock and ditching the non-soy based (not environmentally friendly) blue ink.

Correction

The correct price for the book *Youth Service: A Guidebook for Developing and Operating Effective Programs* is $15 prepaid from Independent Sector, 1828 L St. N.W., Washington DC 20036. We have since received it and it is excellent for developing community service projects that involve older children and youth.

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43 Activity Ideas

The minimum number of Activity Ideas in this issue is 43.

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FREE Catalog of Fun and Real-Life School-Age Books

Avon Books, which includes Camelot, Avon Flare and Young Camelot, has a free catalog of books that would be excellent additions to your SAC program's library.

From *The Velveteen Rabbit*, *The Mouse and the Motorcycle* and Beverly Cleary's Ramona and her Klickitat Street friends to Sherlock Holmes and *Middle School Blues*, this catalog has both depth and diversity.

Some of the selections are full of whimsy and adventure: *The Best Joke Book for Kids*; *I, Houdini*; *Orp and the Chop Suey Burgers*; *The Fairy Rebel*; while others deal with real issues children and youth in your program may be facing in their own lives. *Beating Bully O'Brien* deals with peaceful conflict resolution; *Dinosaurs Aren't Forever* and *The People in Pineapple Place*, with divorce; and *Eighty-Eight Steps To September*, with a sibling dying from leukemia. The Almost Sisters Trilogy addresses the issues of remarriage and step-sisters.

Other titles deal with popularity, friendship, the environment , drugs, romance and the realities of sex. Avon also carries multicultural books that explore Native American, African-American, Hispanic and other ethnic experiences, including a section of Latin American literature.

For a free catalog call Avon Customer Service at 1-800-238-0658. ❧

Follow up Olympics with Real Fitness

Capitalize on enthusiasm from the Summer Olympics to introduce the world of amateur athletics for ages 8-18. The Amateur Athletic Union (AAU) has programs such as the Junior Olympics and other local programs that through sports teach good sportsmanship, mental discipline, positive leadership skills, and how to strengthen the body. Given the poor physical shape of our children and youth this is an area where SAC can make a significant difference.

Write for FREE brochure: "AAU Youth Sports Program Brochure," Youth Sports Dept., PO Box 68207, Indianapolis IN 46268, (317) 872-2900. ❧

School Readiness

Ready or Not...What Parents Should Know about School Readiness is a FREE brochure from NAEYC that may help parents of children entering school.

It describes readiness as the match between children's abilities and school expectations. It highlights the five areas identified by the National Education Goals Panel as major contributors to school success. They are health and physical well-being, emotional well-being, approach to learning, language development, and general knowledge.

Single copies of the brochure (NAEYC order #554) are available FREE if the request is accompanied by a self-addressed, stamped business-size envelope; 100 copies @ $10 may be ordered prepaid. Write: NAEYC, 1834 Connecticut Ave., N.W., Washington DC 20009-5786. ❧

SAC CONFERENCES

COLORADO September 19, 1992
CAQSAP (Colorado Alliance for Quality School-Age Programs) State Conference, Estes Park, CO
Contact: Sandy Whittall (303)680-6111

OREGON September 26, 1992
Oregon School-Age Child Care Alliance
Albany, OR, Keynote Speaker: Rich Scofield
Contact: Colleen Dyrud (503) 378-5585

PENNSYLVANIA Sept. 26, 1992
Central PA SACC Network Conference
Millersville University
Contact: Ann Radomsky (814) 353-6110

ARIZONA October 2-3, 1992
School-Age Child Care Coalition Conference
Phoenix, AZ, Special Presenter: Rich Scofield
Contact: Kim Phifer (602) 274-0481

MINNESOTA (New Listing) October 9-10, 1992
MnAEYC Annual Conference includes School-Age Track, Minneapolis
Contact: Kathy Gagnon (612) 646-8689

KANSAS October 10, 1992
Regional School-Age Conference
Overland Park, KS, Keynote Speaker: Rich Scofield
Sponsored by School-Age Child Care Services
Contact: Debbie Wooldridge (913) 236-8648

WYOMING October 17, 1992
Developmentally Appropriate Practice in School-Age Care sponsored by Project Home Safe and Wyoming Early Childhood Association Conference, Casper College
For brochure: (307) 268-2229

MICHIGAN October 20, 1992
Michigan School-Age Child Care Conference
Plaza Hotel, Southfield, MI
Contact: Sue Javid (313) 228-3480

ALASKA October 22-24, 1992
Anchorage AEYC 1992 Conference
Anchorage, AK, Keynote Speakers: Rich Scofield, Karen Miller, Steen Ebsen
Contact: Cecilia or Christie 907-696-5884

TEXAS October 24-25, 1992
Texas Association for School-Age Care 4th Annual Conference, Dallas, TX
Contact: Nancy Baker (512) 450-4158

NEW HAMPSHIRE (New Listing) October 30, 1992
New Hampshire School-Age Child Care Coalition Conference, Manchester, NH
Contact: Cynthia Billings (603) 224-7479

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